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ABSTRACT

This final report describes accomplishments and activities of a 3-year federally supported project to train and support special education teachers to implement the "Steps to Self-Determination" model and curriculum. Initial training workshops with a total of 18 participating school districts (from Illinois, Massachusetts, Michigan, and Utah) were followed by technical assistance to local districts as teachers implemented the curriculum. Dissemination efforts provided information about the model to more than 1,000 districts. Specific activities and achievements are specified for each of the project's five goals. Fourteen appendices comprise the bulk of the report. Among these are sample brochures and newsletters, a list of participating schools, a sample progress report and curriculum log, a summary of training evaluation, a sample mentoring form, Web page information, a sample technical assistance log, a summary of technical assistance evaluation, an individual site report, an interview protocol, the "Steps to Self-Determination Idea Book," the "Self-Determination Quality Indicators Assessment Instrument" and reprints of articles by project personnel. A 17-minute training videotape is also provided. (DB)

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Promoting Self-Determination in Transition Planning: Implementing the *Steps to Self-Determination* Curriculum

October 1, 1998- September 30, 2001

FINAL REPORT

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Promoting Self-Determination in Transition Planning: Implementation of the *Steps to Self-Determination* Curriculum

Final Report

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INTRODUCTION

Self-determination, "the ability to define and achieve goals based on a foundation of knowing and valuing oneself" (Field & Hoffman, 1994) is a critical concept for all students, including those who have disabilities. The transition planning provisions in the Individuals with Disabilities Education Act require that students with disabilities be included as participants in their transition planning meetings and that planned transition services be based on the student's preferences and interests. This emphasis on self-determination for youth with disabilities has created a need in schools for curriculum and instruction that promote self-determination. The College of Education at Wayne State University in collaboration with school districts and state departments of education in Illinois, Massachusetts, Michigan and Utah, has completed a three year project to train and support special education teachers to implement the *Steps to Self-Determination* model and curriculum in their classrooms. The *Steps to Self-Determination* curriculum is an 18-week instructional program developed for students with and without disabilities at the secondary level. It is based on a self-determination model that includes the following components: Know Yourself, Value Yourself, Plan, Act, Experience Outcomes and Learn (Field & Hoffman, 1994).

In the proposal phase of the project it was projected that 12 school districts would participate in the training and implementation program. Subsequently, at the initiative of the Departments of Education in Utah and Michigan, who provided funding and resources to additional project sites, six sites (one in Utah and five in Michigan) were added during the third year of the project. In addition, through dissemination efforts, information about the model was provided to over 1,000 districts in the four states and on a national basis. The project placed a strong emphasis on:

- effective implementation of the *Steps to Self-Determination* curriculum;
- use of additional instructional and environmental practices (e.g., opportunities for choice) that support student self-determination;
- the involvement of students, parents and other family members, and adult agency representatives in the curriculum implementation planning process;
- adaptation to meet the specific needs of local districts;
- development of internal support structures for continuing implementation;
- use of unique strategies for dissemination, including development of a WEB page for national information exchange and dissemination,
- collection and dissemination of best implementation practices of *Steps to Self-Determination* in inclusive, transition and school-to-work programs.

Initial training workshops were conducted during the first phase of the project by the Principal Investigator, Dr. Sharon Field, with assistance from the local coordinators in each of the states. Dr. Alan Hoffman, co-principal investigator, assisted with the training at selected workshops. The focus of the initial training workshops was to provide participants with an awareness of the place and importance of the concept of self-determination in special education, and an understanding of the knowledge and skills required to implement the *Steps to Self-Determination Curriculum* in their classrooms. Following the initial workshops, teachers implemented the curriculum in their classrooms. Technical assistance to local districts was provided by state level coordinators during the implementation phase of the project. The follow-up workshops that were held in each of the participating states provided teachers with an opportunity to discuss their implementation of the curriculum and to share with their colleagues both their successes as well as some of the problems they may have encountered. Teachers shared their ideas and strategies with the group, including solutions to some of the problems that they may have encountered in implementing the curriculum.

The Principal Investigators, the local coordinators and staff working on the project at Wayne State University carefully documented the training and implementation of the curriculum at each stage. In addition to informal interviews with teachers, parents and students who participated in the project, the following documentary evidence and evaluation data were collected, reviewed and analyzed:

- Technical assistance logs provided by state level coordinators
- Curriculum logs provided by participating teachers
- Implementation plans
- Site information sheets
- Site progress updates
- Workshop evaluations
- Self-Determination Knowledge Scale (Pre and Post tests).

In order to ensure that the training and implementation activities that are a focus of this project would make a unique contribution to the field at a national level, project staff created a database of all the teachers who participated in the project and were willing to mentor and share their expertise with those who were new to the curriculum. The database includes their names, addresses, telephone and fax numbers and e-mail addresses. Project staff continually received requests for names of mentors from teachers who are interested in implementing the curriculum in their classrooms.

Information about the project was disseminated through conference presentations, university courses, publications in leading special education journals and the project web page. In addition, project staff received requests for information from educational professionals in North America, Europe and Asia and have disseminated information appropriately.

There were five major goals identified in the proposal for this project. The goals were:

Goal 1. Assure involvement of students, parents, staff and adult service agency representatives in the model implementation and planning process.

Goal 2. Provide training on the self-determination model to relevant groups.

Goal 3. Provide technical assistance/support throughout the implementation process.

Goal 4. Evaluate all aspects of the project including (a) accomplishment of project objectives, (b) effectiveness of training and technical assistance efforts and (c) impact of curriculum implementation on student outcomes.

Goal 5. Use unique strategies to disseminate information on a state and national basis.

Accomplishments that were achieved towards each of these goals are detailed in the next section of this report.

PROJECT ACCOMPLISHMENTS

Goal 1.0 Assure involvement of students, parents, staff and adult service agency representatives in the model implementation and planning process.

The inclusion and involvement of diverse perspectives in curriculum planning and implementation was ensured through the project advisory committee and through site based implementation teams. Two groups served in an advisory capacity to this project: the Wayne State College of Education Advisory Board and the National Center on Self-Determination. The Wayne State University College of Education Advisory Board includes members from local school districts, and business and community leaders. The Advisory Committee from The National Center on Self-Determination represented consumers, practitioner and researchers committed to self-determination for persons with disabilities.

A major meeting on the project was held with the College of Education Advisory Board in spring 1999. At this time the Board received a thorough orientation to the project and there was a valuable exchange of ideas. For example, one advisory committee member who is on the National Girl Scout Council affirmed the importance of self-determination support for adolescent girls and made suggestions for possible future collaborative activities. A local school district Superintendent asked for, and received, more information on the project to share with staff in his district. Following this initial meeting, information was provided on a follow-up basis to this Advisory board at their meetings in the fall of 1999 and 2000 and Spring 2001. These meetings resulted in a sharing of information about the project at the College of Education Alumni meetings. A feature article on the project was published in the Wayne State Alumni magazine (a copy of this article is included in Appendix A). In addition, in April, 2000 project staff were invited to participate in a forum sponsored by the vice-presidents for research and sponsored programs of 13 major urban universities, held at the University of

Massachusetts, Boston. Project staff participated in a) presenting project activities and b) identifying and addressing issues on conducting research and service programs in urban settings. In addition to the activities described above to gather advisory input for the project, project director Sharon Field worked closely with Dr. Laurie Powers of the Center for Self-Determination to obtain consumer advice for the project. Dr. Powers was kept informed of the progress on the project and provided valuable input from the Center.

The purpose of this project was to implement the *Steps to Self-Determination* curriculum in 12 school districts in Illinois, Utah and Massachusetts. During the first phase of the implementation process of the project, the state coordinators, Dr. Paula Kohler (Illinois), Dr. Ron Linari (Massachusetts) and Dr. Gary Clark (Utah) established site-based implementation teams for each school district implementing the model across the three states. The local teams included special education teachers, students, parents, an adult service agency representative and when appropriate, general education teachers and support service staff such as counselors and school psychologists. Each of the teams was responsible for developing written implementation plans which are available in the project records. Each district had several schools participating in the program. In addition, within several schools multiple teams were established for multiple implementations within the school. Site implementation summaries are available for each project site in the project office.

During the second year of the project Dr. Paula Kohler, the site coordinator for Illinois moved to Michigan. It was decided (in consultation with the project officer) that it would be best for the project if Dr. Kohler's subsequent projects for years two and three were located in Michigan. In addition, Dr. Gary Clark moved from Utah to Kansas. As a result, Dr. Ronda Menlove became the new coordinator for the state of Utah. As projected during year two, three sites in Michigan were included, in addition to the sites in Illinois, Massachusetts and Utah. A total of twelve sites participated in the project during the first two years of the project period.

Though no new sites were scheduled to be added during the third and final year of the project, a collaborative agreement with the state departments of education in Utah and

Michigan made it possible to add five additional sites in Michigan and one in Utah. The state departments provided funds to new school districts for release time and supplies. The project opened trainings they were providing for existing sites to the new sites. The state department staff also assumed responsibility for providing technical assistance to the additional sites. The project provided training to the state department personnel that would help them conduct the technical assistance.

A complete site roster is included in Appendix B.

Goal 2.0 Provide training on the self-determination model to relevant groups.

Initial one-day training workshops were held in each of the three states during the fall of the academic year 1998-1999. These workshops were conducted by Dr. Field in cooperation with the local site coordinators (Drs. Kohler, Linari and Clark). The focus of these workshops was to provide participants with an awareness of the importance of self-determination, knowledge of its component skills, as well as an understanding of the knowledge and skills required to implement the *Steps to Self-Determination* curriculum. It included a description of the *Steps to Self-Determination* model, an exploration of the structure, scope and sequence and cornerstones of the curriculum and practice with selected sessions in the curriculum.

Follow up workshops were conducted in each state during the spring of 2000. These workshops were conducted by Dr. Field in Illinois, Dr Field and Dr. Hoffman in Massachusetts and by Dr. Field in Utah. These workshops focused on information exchange, problem solving and previewing additional materials related to self-determination that would help support curriculum efforts. Each site also completed a progress update. A sample progress update is included in Appendix C. Sites were provided with additional resource materials to enhance their curriculum implementation efforts at these follow-up workshops. Copies of two books: *A Practical Guide to Teaching Self-Determination* (Field, Martin, Miller and Wehmeyer, 1999) and *Self-Determination Strategies for Adolescents in Transition* (Field, Hoffman & Spezia, 1999), were distributed to each of the sites at the follow up workshops. In addition, project participants also previewed and were given a copy of the *Take Charge* video developed by Dr. Laurie Powers and her colleagues of the Oregon Health Sciences University.

Due to staff turnover in the original project sites and the introduction of additional sites in Michigan and additional participants in Utah, initial and follow up workshops were conducted in both the states during spring and Fall 2000. The fall workshop in Michigan was organized in collaboration with the Transition Services Project who made the meeting arrangements, invited the participants and defrayed part of the expenses of conducting the workshop.

The session in Utah covered half a day and was held on the morning of November 15, 2000. This initial training meeting was followed by an afternoon follow-up session for those who had participated in the initial training workshops and had already begun implementation. The majority of the teachers who participated in the morning workshop stayed on for the second session. This provided them with a valuable opportunity to gain information about implementation from their colleagues who had experience in using the curriculum.

Further follow-up workshops were held in each of the three states during the academic year 2000-2001. These sessions provided an opportunity for participants to share their experiences and ideas, to engage in shared problem solving around specific issues, and to plan for implementation during the school year. The items that were discussed included (1) how sites have implemented the curriculum, (2) barriers to effective implementation, (3) possible solutions to identified barriers, (4) administrative support of implementation activities, and (5) next step for each site. Each site completed a progress update at this time.

An additional activity completed during the first year of the project was the development of documents by each of the state coordinators providing information on issues and strategies related to implementing self-determination instruction for students with disabilities in a) general education, b) career preparation and c) transition taxonomy-based programs. Information from these papers was used to develop training strategies for teacher training workshops provided in year two. In addition, the transition taxonomy paper provided the basis for an article on transition-focused education ([Kohler & Field, in press, *Journal of Special Education*], please see dissemination accomplishments section) that includes a discussion of the importance of a self-determination focus in transition programming.

Evaluation summaries for all workshops conducted through the project together with comments by the participants are given in Appendix D.

Goal 3.0 Provide technical assistance/support throughout the implementation process.

As part of the project a mentorship network was established to provide teacher-to-teacher support for curriculum implementation. Teachers from the states of Washington and Louisiana who had experience implementing the curriculum, as well as teachers from the sites participating in the project, provided information on the settings in which they have used the curriculum, gave examples of the most effective ways in which they used it, and provided observation and comments on their experiences. A copy of a sample mentoring form is provided in E. A list of mentor teachers and their expertise has been compiled and is being constantly updated as teachers share their experiences with project staff. Teachers were encouraged to contact each other for help with specific problem solving needs.

An electronic information and dissemination network was established through a web page at http://www.coe.wayne.edu/grants/STEPS. This page is being supported by the Wayne State University College of Education and is updated on a regular basis. The web page includes an overview of self-determination activities at the university, description of current projects, information on products and resources related to self-determination, an information exchange page which is an interactive forum where ideas, strategies and information on self-determination instruction can be exchanged, and a link to other sites related to self-determination. A copy of a sample information exchange page from the web site is included in F.

In addition to the web page and the mentorship network teachers received additional support from the three state coordinators who provided technical assistance to individual team members on both a scheduled and an on-call basis. This included regular visits to each site throughout the project period and frequent telephone conversations and e-mail correspondence. During these meetings and conversations the coordinators reviewed with the teachers their implementation plans, the administration of the pre and post tests and their documentation of their activities. Detailed reports on these one-on-one contacts are filed in the project documentation file in the project office. Sample pages of technical assistance logs are provided in Appendix G. In addition to the technical assistance provided by the local coordinators, the project director and project staff have also provided information and assistance to site implementation staff both on an on-call basis and via e-mail.

Teachers from Illinois, Massachusetts, Michigan and Utah and project staff members participated in conference calls that were held in Summer 1999, Summer 2000 and Spring 2001. These conversations, each of which were an hour in length, provided an excellent opportunity to share information and exchange ideas about the implementation of the curriculum – what worked and what didn't and what more could be done to make it successful.

Goal 4.0 Evaluate all aspects of the project including a) accomplishment of project objectives, b) effectiveness of training and technical assistance efforts and c) impact of curriculum implementation on student outcomes.

Accomplishment of Project Objectives

A documentation file was established in the project office during the first year of the project and was maintained and continually updated during the duration of the project. The file was organized by project objectives and information that documents progress towards each objective was filed in the appropriate section. The documenting evidence includes meeting agendas, evaluation summaries, site-team summaries, curriculum logs, implementation plans, technical assistance notes, progress reports, conference presentations and publications.

Effectiveness of Training and Technical Assistance

The effectiveness of the training sessions was evaluated through an evaluation sheet that participants completed at the conclusion of each workshop. Average evaluation ratings for the workshops are given in the following tables on page eleven.

Evaluation Summary – *Steps to Self-determination* Initial Training Workshops 1998-2001

(1=poor; 5=excellent)	Mean Scores
1. Relevance to your needs	4.3
2. Effectiveness of session	4.4
3. Trainer's knowledge of content	4.9
4. Organization of session/materials	4.6
5. Pace of presentation	4.3
6. Adequacy of meeting facilities	4.4
Overall	**4.5**

Evaluation Summary – *Steps to Self-determination* Follow-up Training Workshops 1998-2001

(1=poor; 5=excellent)	Mean Scores
1. Relevance to your needs	4.6
2. Effectiveness of session	4.5
3. Trainer's knowledge of content	4.9
4. Organization of session/materials	4.6
5. Pace of presentation	4.4
6. Adequacy of meeting facilities	4.4
Overall	**4.6**

Evaluative data on technical assistance was collected at the follow-up workshops in each of the three states. Workshop participants responded to open-ended questions on the technical assistance that they had received and suggested areas for improvement. The comments were overwhelmingly positive. The suggestions for improvement included a mid year in-service, more "examples" on how to implement the program in the curriculum, lesson ideas to enhance "session" information, and group meetings with teachers from several districts. A copy of the composite summary of the technical assistance survey is provided in Appendix H.

Student Outcomes

Site-specific evaluation

Because implementation strategies varied, an individual evaluation plan was developed for each site collaboratively between site and project staff.. The evaluation format for each site was reviewed with each team during the initial training workshops. Team members discussed and determined any specific questions that they would like answered through the evaluation process and identified specific uses for their evaluation reports. The local coordinators integrated these site-specific suggestions into the site evaluation processes and included them in the site evaluation summaries.

Project staff wrote evaluation summaries for each site based on data collected by staff at the site. These site-specific evaluation summaries included a description of the curriculum implementation at the specific site and an analysis of the effectiveness of the curriculum implementation. The individual site evaluation summaries are filed in the project office. A sample individual evaluation report is included in Appendix I.

Self-Determination Knowledge Scale (SDKS)

The majority of sites participating in the project used the *Self-determination Knowledge Scale (SDKS)* on a pre and post basis to measure student outcomes. Evaluation results were generated for each site. Copies of the *SDKS* protocols and a pre/post test summary for each site is included in Appendix J. The mean pre-test score and the mean post-test score for each site using the *SDKS* is depicted in a bar graph. The majority of sites using the *SDKS* demonstrated group gains pre to post. (note: The sample sizes for each individual implementation were typically too small to conduct tests of statistical significance, and, because implementation differed at each site, it was not appropriate to combine the results from all of the sites for analysis.)

Anecdotal Information

Information regarding student, teacher and parent satisfaction with the program was obtained through a review of the curriculum log maintained by each teacher participating in the project and also through informal interviews with the teachers. The curriculum logs included summaries of individual lessons, teachers' observations of students, and teachers and parents reactions to individual lessons and instructional strategies. The majority of the comments were positive. Common themes related to strengths included:

- Materials were well organized.
- Students enjoyed the activities and participated enthusiastically
- Parents responded positively to activities that were designed for parents to complete with the students.

Suggestions for improvement included:

- Examples to develop active listening skills
- More role playing activities
- Simplifying the language of the tests.
- Expanding assessment strategies to include portfolios and journal writing.

The most common criticism of the program by students was that some of the activities in the curriculum were too repetitive. Project staff addressed this issue by working with teachers, during the follow up workshops, on developing activities that were more varied. This issue is being addressed in the revision of the curriculum. (A revised edition of the *Steps to Self-Determination* curriculum, that includes modifications made on the basis of the findings included in this report, is expected to be available in 2004.)

Project staff also conducted interviews with teachers who participated in the project. The purpose of these interviews was to supplement the information gained through the implementation plans, curriculum logs, and informal interviews. A copy of the interview protocol is included in Appendix C.

Goal 5.0 Use unique strategies to disseminate information on a state and national basis.

Dissemination through collaboration with state departments of education

Project staff worked with state department personnel in each state to coordinate the activities of the project with other state-wide activities. This partnership was extremely valuable. Ms. Nan Gray, from the Utah State Department of Education worked closely with project staff to ensure quality implementation in Utah. She not only helped to distribute information about the project across the state of Utah but also acquired additional funding from the state for the implementation of the curriculum in additional districts. Ms. Gray and Utah site coordinator Dr. Ronda Menlove published an article in the *Utah Special Educator,* an informal publication disseminated to all special education professionals in public and higher education in Utah.

In Michigan, as was pointed out under Goal 2.0, Ms. Jan Newman from the Michigan Transition Services Project provided additional funding for the implementation of the program in additional districts in Michigan. She and her staff also worked closely with project staff in conducting additional workshops and disseminating information about the project across the state. For example, a feature article about the project was published in a Michigan State Department of Education newsletter, "*Investing in Our Students*", in Winter 2001. A copy of the article is included in Appendix A.

Mr. Fran Kane, Director of Career Preparation for the state of Massachusetts, provided valuable state-level support for the project in Massachusetts. Mr. Kane was particularly helpful in linking project activities with general education career preparation activities.

WEB page

The web page for the project at http://www.coe.wayne.edu/grants/STEPS is updated on a regular basis. Project abstracts, a list of article reprints and other resources available through the project and links to other self-determination web sites are listed on the web page. In addition, the Self-Determination Synthesis Project (SDSP) web page at The University of North Carolina at Charlotte will be providing a link to the web page from their site at http://www.uncc.edu/sdsp. Michigan Rehabilitation Services will be linking to the site for their on-line transition course.

Steps to Self-Determination Network

Project staff developed a database that includes the names of teachers who are using the *STEPS* curriculum, their addresses, telephone and fax numbers and e-mail addresses. The database also includes information on the settings and ways that they have used the curriculum, and their specific area of expertise in self-determination programming. This information is available in the project office for teachers who want to network and exchange ideas on implementing the curriculum in their individual settings. Permission has been obtained from teachers to disseminate the information in print form and on the project web page.

Products Disseminated

Ideas that teachers shared about adapting or enhancing the curriculum were collected during each year of the project. These ideas, collected through a review of the curriculum logs, follow-up workshops and personal communication were compiled into a booklet, titled *Steps to Self-Determination Teacher Idea Book*. As part of the collaborative effort, this document was shared with teachers participating in the project during various phases of development throughout the three project years. It was also disseminated on a broad basis to others desiring information about self-determination so that they could learn from project activities. A copy of the guide is included in Appendix L.

Another product that was developed in response to site needs and disseminated was the *Self-determination Quality Indicators Assessment*. The purpose of this instrument is to provide a tool that teams can use to consider and set goals for self-determination from a school-wide and programmatic perspective. A copy of the instrument is included in Appendix M.

Finally, a video to orient students, teachers and parents to self-determination was reproduced and distributed through the project. (A copy of the video accompanies this report.)

Conference Presentations

Information about the project was presented at the following workshops and conferences during the project period:

Bassett, D., Field, S. and other past presidents of DCDT. (invited).Twenty-five years of change: Past, present and future directions. Division on Career Development and Transition 11th International Conference, Denver, Colorado (November 2001).

Morningstar, M., Avoke, S, Mutua, K., Field, S. & Menon, S. Self-determination and transition planning: What's culture got to do with it? Division on Career Development and Transition 11th International Conference, Denver, Colorado (November 2001).

Field, S. (July, 1999). Implementing self-determination programming. 1999 OSEP Research Project Directors' Conference. Washington, D.C.

Hoffman, A. & Field, S. (June, 1999). Self-Determination Projects at Wayne State University. Fourteenth Annual Transition Project Directors' Meeting. Washington, D.C.

Field, S. & Hoffman, A. (June, 1999). Implementing a self-determination emphasis in transition programming. Lessons learned. Fourteenth Annual Transition Project Directors' Meeting, Washington, D.C.

Field, S. & Hoffman, A. (April, 1998). Implementing self-determination programs in general education settings. Council for Exceptional Children. Minneapolis, MN.

Field, S. (Spring and Summer 1999). Michigan Statewide Transition project self-determination and transition workshops,.

Kohler, P. (November 16 & 17, 1999).Western Instructional Support Center self-determination workshops..

Field, S. (October 27-29, 1999).Florida Network Transition Conference.

Kohler, P. (June, 2000) New Mexico Summer Institute – *Teaching Self-Determination: The STEPS Model.*

Field, S. (November 13, 2000). Learning Disabilities Association of Michigan conference – *Targeting Success for the 21st Century*,.

Participating project teachers. (January 18, 2001). Michigan Interagency Transition Network Team meeting,.

Participating project teachers. (Feb. 28-March 2, 2001). Michigan Council for Exceptional Children conference,.

Menlove, R. (March 16, 2001). Northern Region Transition Conference, Ogden Utah,.

Participating project teachers. (March 25-27, 2001).Michigan Transition Services Association conference –*Putting Transition First*,.

Impact on pre-service preparation

Presentations on the project were made in special education classes and educational psychology classes at Wayne State University during fall term, 1999. Information regarding the *STEPS* model and curriculum have been incorporated in Special Education courses at Western Michigan University and the University of Kansas, and in Educational Psychology classes at Wayne State University.

Journal articles and conference proceedings

The following articles were developed and published with support from the project.

Kohler, P. & Field, S. (in press). Transition-focused education. *Journal of Special Education.*

Field, S. & Hoffman, A. (2002). Preparing youth to exercise self-determination: quality indicators of school environments that promote the acquisition of knowledge, skills and beliefs related to self-determination. Journal of Disability Policy Studies.

Field, S., & Hoffman, A. (2002). Lessons learned from implementing the Steps to Self-Determination curriculum. *Remedial and Special Education*, 23(2), 90-98.

Field, S. (1999). Personal, family and community strategies to enhance consumer-direction and self-determination: A youth perspective. *National Leadership Summit on Self-determination and Consumer Direction and Control – Invited Papers.*

Field, S. & Hoffman, A. (1999). The importance of family involvement for promoting self-determination in adolescents with autism and other developmental disabilities. Focus on Autism, 14(1), 36-41.

Response to Individual Requests

As a result of wide-spread dissemination about the project through newsletters, conference presentations, electronic postings and journal articles described above, staff received numerous requests for information. Project staff responded in a timely manner to these requests for information about the project and other self-determination resources. Requests came from educational professionals and pre-service teachers in the United States and Canada as well as countries in Europe and Asia. A list of persons to whom materials have been disseminated is available in the project office.

Appendix A
Brochures and Newsletters

WAYNE STATE
UNIVERSITY

College of Education

Self-Determination

RESEARCH INITIATIVES

Promoting Self-Determination for Students, and the Teachers and Administrators Who Serve Them

Self-determination, "one's ability to define and achieve goals based on a foundation of knowing and valuing oneself" (Field and Hoffman, 1992) is rapidly gaining attention and acceptance in education, disability services and other human services fields. The importance of self-determination for all students has been highlighted in Special Education within the transition from school to adulthood movement. This has occurred as students, their families, educators and service providers have begun to question the passive stereotypes and roles often assigned to persons based on such factors as race, culture, economic status, or disability. These stereotypes conflict with typical adult expectations.

The transition planning provisions in the Individuals With Disabilities Education Act require that students with disabilities be included as participants in their transition planning meetings and that the planned transition services developed during those meetings be based on the student's preferences and interests. This new emphasis on self-determination for youth with disabilities has created a need for curriculum and instruction in schools that promotes self-determination for youth with disabilities. It has also encouraged educators to expand application and integrate self-determination models into the whole school environment to reach all students.

Since 1990, investigators from the Wayne State University's College of Education have collaborated on nine projects to conduct data-based research on which to build quality educational programming that has resulted in helping students become more self-determined. Researchers have identified and investigated the factors promoting self-determination, and have developed the *Steps to Self-Determination* curriculum, an instructional program developed specifically for students with and without disabilities at the secondary level. They have also developed a model to help students who are at risk of dropping out of school or those who have dropped out. They have worked with parents and care givers, and teachers and administrators. Their findings and models have been distributed and applied nationally, with projects in Michigan, Washington, Illinois, Massachusetts, and Utah.

The *Steps to Self-Determination* program first encourages students to know and value themselves through discussion and writings about their strengths, weaknesses, attributes, dreams, and choices available to them. Students then set goals and strategize about the ways to reach them. They learn to take risks, negotiate, identify and utilize resources, and deal with conflict and criticism. Once a goal is met, they compare the actual outcome with the expected and assess their success. They also consider changes that might improve the results. Students have used the model to accomplish everything from improving grades to obtaining jobs and driver's licenses to living independently. Self-determination is a lifelong process for everyone, making it easily identifiable for all participants to these projects – students with and without disabilities, parents, guardians, teachers, and administrators.

A recent focus of the self-determination research is on the self-determination of educators. WSU staff have recently completed a series of 60 interviews with public school teachers and administrators to identify the factors affecting self-determination for educators in the workplace. Analysis of the results will lead to a model for promoting self-determination for educators as well as instructional modules to implement the model.

The research has been supported by $3,107,237 from federal grants since 1990, and is funded through 2002. *The Steps to Self-Determination* instructional package; a book, *Self-Determination Strategies for Adolescents in Transition* (1998); numerous referred journal articles and book chapters; more than 40 state and national presentations; and eight doctoral dissertations have resulted from this research. An additional book, *A Practical Guide for Teaching Self-Determination* (1998) also resulted from a collaborative effort led by the WSU researchers with faculty from other universities.

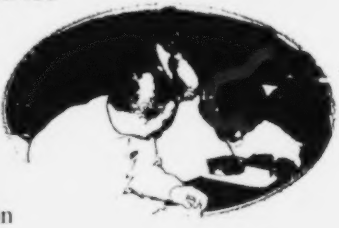
Promoting Self-Determination

Research in Self-Determination

FY 92-94

400,000 - U.S. Department of Education Office of Special Education

This research project sought to generate data on which to build quality educational programming to help students with disabilities become more self-determined. A systematic, comprehensive process was used to validate a model for self-determination by identifying key characteristics and behaviors associated with self-determination. The validation process included 135 interviews with students with disabilities who demonstrated a high rate of behaviors associated with self-determination as measured by the Self-Determination Observation Checklist (Field, Hoffman, Sawilowsky & St. Peter, 1991) and the convening of three state panels (i.e., Michigan, Washington, and Maryland) and one national panel. The multitrait, multidimensional assessment approach developed, piloted, and field-tested through the project included instruments to assess behavioral, cognitive and affective components of self-determination across the domains of school, home, work, and community for students in high school settings. The field test of the assessment battery included 270 students with disabilities in six high schools in the three states. An additional 135 students participated in the field test for comparative purposes. Outcomes of the project were **(a)** a comprehensive model and operational definition for self-determination, **(b)** valid instruments to assess behavioral, cognitive and affective components of self-determination, and **(c)** a report detailing the status of self-determination as an outcome of schools for students with disabilities.



Skills and Knowledge for Self-Determination

FY 90-94

$351,470 - U.S. Department of Education Office of Special Education

This project was a three-year effort to (a) investigate skills promoting self-determination and (b) develop and evaluate strategies that help individuals acquire these skills. Investigators sought factors promoting self-determination through a review of literature on self-determination and related concepts, structured interviews with adults with and without disabilities, and structured observations performed in a variety of school settings. The knowledge gathered was used to develop an instructional program for teaching self-determination skills to youth with and without disabilities in integrated environments. *The Steps to Self-Determination* curriculum was field tested using two assessment instruments, the *Self-Determination Knowledge Scale* and *Self-Determination Observation Checklist*, as pretest and posttest measures. Results of th *Self-Determination Knowledge Scale* found unqualified evidence that the curriculum brought about a significant increase in cognitive skills related to self-determination. *The Self-Determination Observation Checklist* results indicated that the curriculum was responsible for a significan increase in observable behaviors that are considered to b correlates of self-determination.

Promoting Successful Outcomes Through Self-Determination:

Demonstration of A Model for At-Risk Youth With Disabilities Who Have Dropped Out of School or Are at Risk of Dropping Out of School

FY 95-98

$357,154 - U.S. Department of Education Office of Special Education

This project further developed, implemented, evaluate and disseminated a model to serve youth with disabilities who have dropped out of school or who were at risk of dropping out of school. The project focused on serving minority youth from an urban area with a high dropout rate. Key elements of the model are:

1. A collaborative school improvement process rooted in principles of self-determination that involves students, parents, educators, and community agency staff;

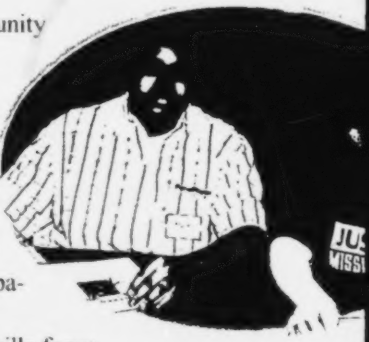
2. Curriculum and instructional strategies that promote self-determination;

3. An emphasis on employment and the development of occupational skills;

4. A functional life skills focus based on the Life Centered Career Education Curriculu (Brolin, 1991);

5. An emphasis on functional literacy skills; and

6. Strong community linkages and involvement, includin the use of community-based instruction. Educational programs were individualized for all students and parents were involved in the program. The model was developed



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and field-tested in River Rouge, Michigan through a collaborative effort between the school district, WSU, and community agencies. Procedures and materials were developed to enable others to successfully replicate the model.

Promoting Self-Determination for Students With Disabilities:

Implementation of Steps to Self-Determination in Michigan and Washington

FY 95-98

$337,515 - U.S. Department of Education Office of Special Education

The WSU College of Education, in collaboration with the Center for Change in Transition Services, North Central Educational Service District, Oakland Intermediate School District, Puget Sound Educational Service District, and Wayne County Regional Educational Service Agency, implemented the *Steps to Self-Determination* model and curriculum in eight school districts in Michigan and Washington. In addition to the intensive implementation efforts in eight school districts, broad dissemination strategies were used in each state to extend the impact of this project. The schools selected to participate in implementation of the curriculum represented culturally and demographically diverse student populations. Schools received in-service training and technical assistance from project staff. Intermediate School District curriculum consultants played an important role in institutionalizing support for the program since they continued to be available to staff after the grant period ended.

Promoting Self-Determination in Transition Programming:

Implementation of Steps to Self Determination in Illinois, Massachusetts and Utah

FY 98-01

$450,000 - U.S. Department of Education

This project extends the outreach effort to implement the *Steps to Self-Determination* model and curriculum in 12 school districts in Illinois, Massachusetts, Michigan, and Utah. Project staff are working with each school to develop an individualized plan to promote self-determination in their setting, which may include the use of additional self-determination resources. While supporting the curriculum implementation efforts in each state, information about how self-determination can be best implemented within specific educational initiatives is also being collected. Staff are looking at the linkages between self-determination instructional interventions within the contexts of inclusive educational programming, school-to-work and transition programs, and are publishing recommended best practices for implementation within each of these programmatic efforts. A national network of teachers who are using the *Steps to Self-Determination* curriculum and a web site for *The Steps to Self-Determination* curriculum are being developed. The web site will disseminate information about the projects and provide a forum for teachers to share ideas and engage in problem solving relevant to this curriculum.

Self-Determination for Teachers and Administrators through Pre-Service and In-Service Preparation

FY99-02

$600,000 - U.S. Department of Education

This project is addressing self-determination needs within teacher and administrator initial preparation and in-service training programs. The project is developing, field-testing, and disseminating pre-service and in-service modules that are helping teachers, and administrators to become more self-determined and better prepared to promote self-determination among their students. This project is nationally significant for two reasons. First, it is increasing the capacity of teachers, administrators to promote student self-determination. Second, it increases professionals' own levels of self-determination. The project develops the ability of educators to create opportunities for persons with disabilities to make determinations about their futures. It also addresses teacher recruitment and retention issues.

WSU College of Education Self-Determination Research Team with Dean Paula Wood and the Self-Determination Personnel Preparation National Panel

Promoting Self-Determination

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Wayne State Magazine
Fall, 1999

stating simply at what grade level a student was reading, it failed to inform teachers about that child's specific skills. Feathers, with a committee of 24 elementary teachers, established a new tool that broke down skills into categories such as spelling and took into account whether students could write complex or compound sentences and write about concepts after reading about them.

Feathers lately has moved on to a grant-funded program in Highland Park, helping teachers of fifth through eighth graders improve their students' comprehension of what they read.

"The teachers began to see how they could link assignments," Feathers says. For example, "They could see ways the English and social studies assignments could be coordinated."

Linking assignments is just the beginning of a strategy designed to show teachers that no subject is best taught in a vacuum. In turn, this approach will encourage students to learn to apply what they learn in one area to others both in school and throughout their lives.

WSU researchers Sharon Field, Shlomo Sawilowsky and Alan Hoffman developed a program for disabled students that has become a national model for not only special educators but for teachers in all disciplines.

An empowering education

Dreaming generally isn't associated with school, but a team of Wayne State researchers thinks it's something teachers should encourage.

Sharon Field, Alan Hoffman and Shlomo Sawilowsky believe students must recognize their dreams and goals to lead an independent, successful life. A program the three developed to aid disabled students in making their own life decisions has become a national model for not only special educators but also for teachers of all disciplines.

"No one is ever as self-determined as they'd like to be," Field says. "Usually we don't consciously teach these skills."

The program begins by encouraging students to know and value themselves. Students discuss and may write about their strengths, weaknesses, unique attributes, plus their dreams and the options available to them.

From there students set goals, then strategize ways to work toward and attain them. Along the way they learn how to take risks, negotiate, use available resources and deal with conflict and criticism.

Afterward, they compare actual and expected outcomes, assess their success rate and make adjustments to change things that could have gone better. Field says students have used this model to accomplish basic things, such as improving grades, as well as extravagant goals. One student actually managed to save enough money to buy a BMW.

"This is not just sitting and writing about something," Field says. "They are taking action and doing it. People tend to identify with the self-determination program because it's such a lifelong struggle for all of us."

And just as self-determination is a lifelong process, one's early educational experiences unquestionably have a lifelong effect. This is what makes the guidance that students receive, and the preparation of their teachers to provide that guidance, so important. WSU's College of Education is helping ensure that southeastern Michigan's young people have access to the right maps to help them in their personal journeys to adulthood.

Jennifer Day, Journ. '98, is a freelance writer based in Dearborn, Mich.

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INVESTING IN OUR STUDENTS

Bringing Home, School, and Community Resources Together to Improve the Performance of Students with Disabilities

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INVESTING IN
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Outreach project pilots in six Michigan schools

by Terry Ann Williams, Transition Services Project, as presented on Jan. 18, 2001 to the Michigan Interagency Transition Network Team

The purpose of the *Steps to Self-Determination* outreach project is to provide support to school districts in three states (Michigan, Utah, and Massachusetts) to implement the *Steps to Self-Determination* curriculum. The *Steps to Self-Determination* outreach project was initially funded through a grant by the U.S. Department of Education to the College of Education at Wayne State University. Through this grant, original funding support was provided to three districts in the state of Michigan to implement the *Steps* curriculum. Through a subsequent collaborative effort between the Michigan Transition Services Project and the Wayne State University College of Education, this support was extended to an additional four districts in the state of Michigan.

Steps to Self-Determination is an 18-week instructional program developed for students with and without disabilities at the secondary level. It is based on a self-determination model that includes the following components: Know Yourself, Value Yourself, Plan, Act, Experience Outcomes, and Learn (Field & Hoffman, 1994). According to this model, self-determination is defined as "the ability to identify and achieve goals based on a foundation of knowing and valuing oneself."

Development, refinement, and evaluation of this model curriculum and assessment approach were supported over a four-year period by the U.S. Department of Education, Office of Special Education and Rehabilitative Services. Curriculum field test results indicated that there was a significant increase in both knowledge and student behavior related to self-determination after participating in the curriculum.

Through the *Steps to Self-Determination* outreach project, school districts are provided with staff training, technical assistance, curriculum materials, and financial support for such items as release time and supplemental materials to support implementation of the curriculum. In addition, sites are linked with a national network of schools implementing the curriculum through conference calls. An electronic network is also being established to provide additional support for networking and mentoring by sites that are using the curriculum.

The outreach project is being piloted in Michigan at Paw Paw Public Schools, Loy Norris High School in Kalamazoo, MI; Saranac Community Schools, Portland Public School District; Ionia Public Schools, and Belding Area Schools.

For more information about the *Steps to Self-Determination* outreach project, contact: Sharon Field, College of Education, Wayne State University, (313) 577-1638 or Jan Yoak Newman, Transition Services Project, (517) 332-3587.

New Teacher Tip

Get to Know Your Students—Ask if you can get a copy of your student list and look at their files. This way you can get a head start on your planning. The first weeks of school are packed with activities, new information, and processes you will need to learn. This strategy allows you to focus on your students and their needs before you are inundated with new names, new procedures, and new

Self-Determination Is Key to Quality Transition Programming

by Sharon Field, Ph.D., Wayne State University

Editor's Note: *Reprinted from* TACTS FACTS *Technical Assistance for Collaborative Transition Services, Transition Services Project*

Encouraging student self-determination is a key component of quality transition programming. Student self-determination is important during the transition process for several reasons. First, students' transition plans will be more relevant if they reflect students' needs, interests, and preferences. In addition, research indicates that students are more likely to achieve goals when they have participated in the goal setting process. Finally, the quest for self-determination is important throughout one's lifetime. When students acquire skills that foster self-determination during their transition years, they develop skills that benefit them throughout their lives.

The importance of self-determination is underscored in the *Individuals with Disabilities Education Act* (IDEA) legislation and the *Rehabilitation Act* of 1973 amendments. For example, IDEA requires that students' preferences and interests be taken into account and that students be invited to participate in individualized education plan team (IEPT) meetings when transition services are discussed. The *Rehabilitation Act* amendments affirm that persons with disabilities have a right to self-determination and require that individuals with disabilities be included as participants in the development of their *Individualized Written Rehabilitation Plans*.

What is Self-Determination?

According to Field and Hoffman (1994, p. 136), self-determination is the "ability to identify and achieve goals based on a foundation of knowing and valuing oneself." Throughout all of the definitions of self-determination that have been offered, there is an emphasis on knowing oneself, making choices, taking control, believing in oneself, and taking action to reach one's goals.

How Can Schools Help Students Become More Self-Determined?

There are many things schools can do to encourage student self-determination.

1. Schools can provide instruction in the knowledge, skills, and attitudes needed to be more self-determined. Characteristics linked to self-determination in several models of self-determination include:

- awareness of personal preferences, interests, strengths, and limitations
- ability to differentiate between wants and needs
- ability to make choices based on preferences, interests, wants, and needs
- ability to consider multiple options and to anticipate consequences for decisions
- ability to initiate and take action when needed
- ability to evaluate decisions based on the outcomes of previous decisions and to revise future decisions accordingly

- ability to set and work towards goals
- problem-solving skills
- a striving for independence while recognizing interdependence with others
- self-advocacy skills
- ability to self-regulate behavior
- self-evaluation skills
- independent performance and adjustment skills
- persistence
- ability to use communication skills such as negotiation, compromise, and persuasion to reach goals
- ability to assume responsibility for actions and decisons
- self-confidence
- pride
- creativity

Many schools already have in place instructional efforts aimed at many of these components. By systematically examining instructional offerings to assure that instruction is provided in all of these areas and that students have the opportunity to apply these skills and characteristics in a cohesive manner, schools can help students become better equipped to be self-determined. In addition, several instructional packages are available for teaching these skills and characteristics. (For reviews of instructional materials, please see *A Practical Guide to Teaching Self-Determination* in the references that follow this article.)

2. Schools can provide opportunities for students to practice self-determination. Providng students with ample opportunities for choice, encouraging appropriate risk taking, and supporting exploratory activities such as career exploration, all help to encourage self-determination for students.

3. Schools can provide an environment in which self-determination is encouraged throughout the school community on a system-wide basis. By encouraging self-determination for students, parents, and staff, students will be provided with appropriate role models and with a setting that is conducive to student self-determination.

How Can Families Help Students Become More Self-Determined?

Families play an important role in the development of students' self-determination. Davis and Wehmeyer (1991) compiled a list of specific strategies families can use to encourage student self-determination. Examples of these strategies are provided below:

Self-determination *continued from page 16*

- Walk the tightrope between protection and independence. Allow your child to explore his or her world. While there are obvious limits to this, all parents have to "let go," and it is never easy.
- Encourage your child to ask questions and express opinions. Involvement in family discussions and decision-making sessions is one way of providing this opportunity to learn.
- Self-worth and self-confidence are critical factors in the development of self-determination. Model your own sense of positive self-esteem for your child. (For more information on what parents can do to promote self-determination see *A Practical Guide to Teaching Self-determination* or *Ten Steps to Independence: Promoting Self-determination in the Home* in the references that follow this article.)

How Can Adult Agencies Encourage Self-Determination?

Research has shown that students who are more self-determined in high school are more likely to be employed and to be employed at a higher rate of pay after high school than students who were less self-determined (Wehmeyer & Schwartz, 1997). Adult agency staff can encourage self-determination in the following ways:

1. Participate in collaborative transition planning meetings. Stress the importance of student self-determination for success in adult outcomes with other planning team members.

2. Support the active, meaningful involvement of students in transition planning meetings and other educational and transitional activities.

3. Encourage students, families, and educators to see that self-determination skills are lifelong skills that will be needed throughout adulthood. For example, educate your transition team members about provisions of the rehabilitation legislation that are related to self-determination, such as the provision that participants will be involved in the development of their *Individualized Written Rehabilitation Plans*.)

Resources

Davis, S. & Wehmeyer, M.L. (1991). *Ten Steps to Independence: Promoting Self-Determination in the Home.* Arlington, Texas: The Arc.

Field, S. & Hoffman, A. (1994). *Development of a Model for Self-determination. Career Development for Exceptional Individuals*, 17, 159-169.

Field, S., Martin, J., Miller, R., Ward, M., & Wehmeyer, M. (1999). *A Practical Guide to Teaching Self-determination.* Reston, VA: Council for Exceptional Children.

Wehmeyer, M. & Schwartz, M.A. (1977). *Self-determination and Positive Adult Outcomes: A follow-up Study of Youth with Mental Retardation and Learning Disabilities. Exceptional Children*, 63, 245-255.

For more information, contact: Sharon Field: Wayne State University: 469 Education Building, Detroit, MI 48030; (313)577-1638, 577-3606 fax; sfield@coe.wayne.edu or Transition Services Project: Bethlyn Office Building, 702 Lake Lansing Rd., Ste. D, East Lansing, MI 48823; (517)332-3587, 332-3956 fax; lbradley@voyager.net; www.mitsp.org ◆

First Woman *continued from page 20*

the Regional Education Media Center, a program for pregnant teens, and a Volunteers of America program that brought teachers from other countries to teach in Copper Country schools.

Heideman wrote an annual report each year of her superintendency, providing a detailed history of those years. When she was named superintendent of the Houghton County district, there was only one other employee there and the office was in two rooms on the fifth floor of the Welfare building in Hancock. When she retired in 1975, there were 89 employees and a $1 million budget.

Heideman's activities have not been limited to education. She has served for 18 years as a member of the Hancock City Council. She still attends council meetings although she uses a wheel chair due to leg surgery. She has served on the Hancock Recreation Commission, the charter commission, and the historic preservation commission. She has worked to make Hancock recognized nationally as the Finnish American cultural center of the United States. She has been active in little theater groups and has given play readings to groups in the area.

Heideman remains involved in civic activities and interested in education. One hundred years seems like the next goal for Katherine Heideman. ◆

Photos courtesy of Noorthoek Academy, Grand Rapids, MI

NEWSLINE and other public documents are available at the MDE Office of Special Education & Early Intervention Services Web site, which can be reached at: http://www.mde.state.mi.us/off/sped/index.html

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Appendix B

Site Roster

Promoting Self-Determination in Transition Planning: Implementation of the *Steps to Self-Determination* Curriculum

Participating School Districts

Utah

Kearns High School
Hunter High School
Taylorville High School
Tooele High School
Uintah High School
Vernal Junior High School
Copper Hills High School

Illinois

Champaign Unit #4, Centennial
Central High School
Urbana School District #116
Urbana High School
R.E.A.D.Y. program (Urbana School district)

Massachusetts

Blackstone Valley Regional Vocational-Technical School
Dedham High School
Uxbridge High School

Michigan

Kalamazoo Central High School
Loy Norrix High School
Vicksburg High School
Portage Central High School
Schoolcraft High School
Portage Northern High School
Valley Center School
Gull Lake High School
Gull Lake Middle School
Parchment Middle School
Holt High School
PawPaw High School

Appendix C
Sample Progress Update

Email: marykaye@directell
Via mail - 964-5749 (801)

Implementing Steps to Self-Determination
Site Progress Update

Site: Kearns High School

Date: 4-7-99

1. Please briefly describe your implementation effort and your activities to date.

The Self-Determination program has been implemented in 3 class periods, Social Skills (Sp Ed.), Skills for Success (Reg. Ed) and Transition (Sp Ed. + Reg. Ed.) We are just starting with lesson 9.

2. Please identify your

- Opportunities for peer support + tutoring
- Successes
- Successful inclusion experiences for sp. ed. students.
- Appropriate skill building and knowledge about transition for all students
- Integration of students with various disabilities in transition class/Grouping
- High interest levels, motivation
- Realistic goals
- Guest speakers
- Curriculum for ~~Skills~~ SD class is complimentary to Skills for Success goals + objectives
- Cooperative Learning
- Exposure to other students (more severe dis)
- Difficulties
- Adapting and modifying curriculum for SID students
- Curriculum could be more challenging for general ed + sp ed students (without ID/SID)
- Parental support
- Had to fracture Session 1 with Orientation lessons

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- Brilliant Ideas/Notable Stories

- Used Dead Poets Society and Rudy (videos) to illustrate concepts about self-determination. Developed worksheet about concepts
- Cooperative Learning Groups
- Training Peer Tutors (Gen. Ed) to work with SID students in transition class
- Values Clarification/Universal Principles lesson integrated with value yourself
- Dreaming Collage
- Have them examine ST Goals date action steps every day
- Vary teaching strategies - minimize long verbal lectu group activities experiential, visual aids

- Problem-solving or support needs

- Overheads/not clear about concepts to be introduced. One lesson they're all. about body size
- Self-Determination concept ambiguous in Doc manual. Concrete ~~[illegible]~~ ideas, overheads, other examples is OK

- Know Yourself
  OH Illustration
- Value Yourself
  OH Illustration
- Plan
  OH Illustration

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[illegible]

1999

STEPS TO SELF-DETERMINATION

Curriculum Log

Teachers: Please tell us your reactions to each session and the date it was taught. For example, reactions might include what worked, what didn't, any adaptations you made, students' (or parents') reactions, or anything you, as a teacher, think is notable.

Orientation: [date - 1-25] Presented by Katie Gray + Jeanne Little
6 P.M.-8 P.M. 4 parents/3 students attended
Parents were very interested and were actively involved in the activities + discussions.
Students were at first reluctant about having to come to school at night but they got into the program, too.
It was good to see the students outside of the regular classroom setting - especially to see how they related to their parent(s) - and how the parent(s) treated the students. It ~~was~~ seemed that the parents were concerned how they seemed to us as parents. They corrected the kids frequently. As the session progressed + topics were discussed there was noticeable difference in the way the parents talked to the students. T. were a bit more accepting of what the kids were saying

Workshop: [date -]

Session One: [date -] Dreaming to Open Possibilities
Discussed dreams + hopes - defined self-determinatio
- hard to get them to open up
- They did well with the story, understood it, were able to discu it
- discussed active + passive (~~learning~~) listening
- The session was one hour long, was a bit long, adjusted the time for the next session, shortened it

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Session Two: [date -] what is important to me?

- reviewed self-determination
- " active passive listening
- found this difficult, wanted to discuss mostly sports
- one student did say family was important

Session Three: [date -] Creating Options for Long-term goals

- Brainstorming (how to improve grades) - came up with a great list
- discuss long term goals
- taking care of myself
- students to discuss goals with parent/guardian
- students were able to say why it is friend important to get take care of themselves in order to become more self-determined
- Students are already using the terminology at times outside of the sessions

It is effective
the teacher
ses the termin-
logy + refers to the
als during non-
ssion times.
e students get to
ke connections +
the relevance of
n sessions to
gular" classes.

Session Four: [date -] Settings goals

- identify strength + weakness
- complete climbing mountain technique
- define observable, measurable
  (use vocabulary in daily lessons)

Students found it difficult to identify strengths, found it eas to name weaknesses. We came to the conclusion that weaknes are easier to identify because they are what has been pointed o most often to the students or it is what they "heard" more often. They remembered more negative than positive. We discussed there trying to listen more to positive comments.

Session Five: [date -] Choosing Short-term goals

- small steps vs. big steps
- complete step chart on one goal that could be accomplished

Session Five A

- short term goal exercise on being successful with homework - students did extremely well with this - it was meaningful to them - They keep a copy in their notebooks & group helped each other to set goals

Session Five B

- short term goal exercise on being more independent (completed step chart)

tudents
lly got involved
this

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Session Six: [date -   ] Steps to Reach Short-term goals

- Donna's steps to Reach Short-term goals
- activity on short-term goal on being prepared

Students like working on their own goals better than on Donna's goal

Session Seven: [date -   ] Planning Activities

- took a couple of short term goals + discussed what steps can be taken to reach goals for the week
  - a) being prepared for class (on time, homework rea pens, pencils etc., sitting ready to work
  - b) decrease # of off-topic comments (keep a record off-topic one day - on sheet)

Including forms
measure goals
would be helpful
or this program

Session Eight: [date -   ] Taking the First Step

We have already included "taking the first step" in previous sessions. As soon as the students set goals we planned the first things they needed to do. We would try to point out to students when they were doing something to work on a goal. Students are very supportive of one another.

Session Nine: [date -   ] Creative Barrier Breaking

It was difficult for them to find ways around barriers they is still some blaming on others for their inability to succeed - brought us back to definition of self-determination. They then got more into the activities without as much concern for having to be right. Se kids were more persistent than others in finding workable solutions

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Session Ten: [date -] A Little Help from my Friends

The group is good at recognizing + acknowledging the progress that other classmates have made - some find it more difficult to see it in themselves. A couple of students seem to have mastered the vocabulary + can give the right answers, but when left to their own goal setting it is still unrealistic but gains are being made. The group is more supportive to individuals but we still have a lo to go. (They liked the paper clip activity)

Session Eleven: [date -] A Journey to Self-Determination

We did not have a guest speaker yet - but we did read + discuss about famous people who overcame odds - one of the kids brought up the story of a student he who has had to overcome barriers to be successfu in high school. They (the class) did acknowledg family members who help them in their journey to graduation. This is the goal (long range) for most of the class. Another goal is to get into main strea classes. We talk a lot about responsibility for beha 'cad. success

Session Twelve: [date -] Assertive Communication I

This lesson was great. They quickly learned to identify passive, aggressive, + assertive communicatio. Working on "I" statements will be an on-going theme. Pointing out ways that kids communicate (+ teachers) in daily context is helpful. The kids can identify what works + are trying to restate + restructure what doesn't work. We will work on invitations when the kids return from shop cycle.

They were very open + interested in the steps to assertive communication.

Session Thirteen: [date -] Assertive Communication II

Kids were at first hesitant for role-playing but after one or two examples they were ready! at the end they made plans for the steps they wanted take toward their goals. A couple of kids set new goals, or at least restated a goal

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Session Fourteen: [date -] Negotiation

- was able to define negotiation - less able to carry it through - used as an example teacher/student mediation (was especially effective if student had been part of this type of mediation - most have been - much more work needed in this area next year.)

Session Fifteen: [date -] Conflict Resolution*

- (~~again~~) this session was similar to session 14
- they recognize passive + active listening, 3 types of communication but they need more practice applying these things in real-life

Session Sixteen: [date -] Where Do We Go From Here?

* We did have a guest speaker - a writer from the Milford News who had difficulty in school, turned his life around.

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- interest surveys

In between some of the formal lessons we did reinforcing activities

Examples:

* Made small signs with words of positive encouragement on them to hang around the room
* problem solved a classroom problem around teasing using our ideas about self determination to aid in our discussion & steps we should take
* Made posters and/or signs using some quotes that the students felt reflected self-determination
* Made presents for Mothers/guardians at Mother's day as appreciation for support, (some stated that support might not be as present now as they would like, but they acknowledged past support)
  We'll do something similar for Father's/Guardian Day
* When doing artistic projects we used our skills to figure out how to make good products if you can't draw (some good team work shown)
* We did a lot of referencing during regular classes to
  - self-determination
  - kinds of listening
  - types of communication
* guest speaker

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Appendix D

Training Evaluation Summary

TRAINING EVALUATIONS
COMPOSITE SUMMARY

Please rate each of the following items: **1 = poor; 5 = excellent**

	Mean Score	
1. Relevance to your job needs	4.60	1 2 3 4 5
2. Effectiveness of session	4.60	1 2 3 4 5
3. Trainers' knowledge of content	4.90	1 2 3 4 5
4. Handout materials	4.70	1 2 3 4 5
5. Audio-visual materials	4.20	1 2 3 4 5
6. Organization of session/materials	4.70	1 2 3 4 5
7. Pace of presentation	4.50	1 2 3 4 5
8. Adequacy of meeting facilities	4.50	1 2 3 4 5
(Overall Mean)	**4.58**	

9. What information presented will be of most benefit to you?

- New books and materials.
- It will be good to hear how the program has been implemented.
- The supplemental materials and the opportunities to speak with other teachers who have used the program.
- General information (handout) to help with ideas in classroom implementation.
- The connection to "human resources" (the author).
- Ideas from other teachers/administrators.
- List of books to read/reference.
- Ideas on how to more effectively implement the program.
- Ideas on how to utilize the grant money available to our district (other than material).
- Discussion/examples of curriculum presentation.
- Update on year three.

- The other participants ideas for supplemental activities.
- Listening to problems encountered by teachers who are using the curriculum and brainstorming solutions.
- Constant and positive support.
- Acceptance of improvisation (of curriculum implementation).
- Presenters explaining integration strategies with curriculum.
- Discussion among participants/sharing stories.
- Summary of all remarks.
- Information on how to present materials so that students are "buying" into the material.
- Information on how to modify the program.
- Step by step lesson plans.
- Application to elementary school ages.
- Suggestions to spread this over time periods or grades.
- Videos/films
- How to teach self-determination at the middle school level.
- Philosophical approach to helping others find their own path.
- "Reminders" of concepts and theories.

10. What improvements would you suggest for future sessions

- Increase the number of participants.
- Teachers videotape some actual sessions and bring the tapes to show at the meeting.
- More time.
- It would be helpful to meet locally more often as a group –not only on your visits.
- Ongoing ideas and support would be great.
- Meet after school hours. It is difficult to leave the classroom for long periods of time.
- Illustrations of what works and what doesn't.
- At some points, since I haven't used the curriculum yet, "I was out of the loop."
- Before attending this session, it would be good to have an introductory session to understand what is being covered.
- Round tables.
- Doing of actual lessons.
- Additional suggestions for classroom activities.

- Role playing of specific activities.
- Spend less time on introductions.
- Get to material and goal sooner.
- Let participants talk more with each other.
- Participants should not be seated with others from their schools/districts.
- Use power point for presentations.
- More practical and less theoretical applications.
- Faster pace.

11. What topics would you suggest for future sessions?

- Bring in students with experience from the Self-Determination curriculum.
- Do an overview for new teachers.
- Activities sharing.
- Expansion possibilities.
- Teacher training.
- Ideas sharing is always my favorite part.
- Hands-on activity ideas.
- Suggestions on working with low readers.
- How students are responding are responding to the curriculum. Suggested activities and thematic discussions that "frame" the concepts we will work with.
- Further innovation.
- More real life experiences.
- Outline of curriculum.
- Student reactions.
- Tying in self-determination to career goals.
- Discussion and strategies on how this works with mainstream students.
- Schools/systems might develop 10-12 coordinated set of activities.

Comments:

- I enjoyed working in a small group – the one-on-one attention.
- I liked learning how others implemented the workshop.
- Would like to attend a follow-up similar to the one we heard about today.

- The program, especially through you and your encouragement, has made a positive impact on my teaching as well as helping to keep the energy flowing through change and growth.
- Very interactive.
- I needed this interchange. I feel more empowered with this material.
- Got lots of ideas. Lets continue to work together.
- Explore the possibility of in-service/introduction for my program (special needs-elementary/middle/high school) in West Newton. This program addresses many issues we are currently developing/implementing in our health studies issues and pragmatic language program. It would be an asset to Learning Prep to be able to access your expertise, wonderful materials, training etc.
- I have enjoyed teaching the program and seeing the benefits to the students.
- More local site meetings would be a great idea. I learned a lot from talking with others teaching the course and would welcome more frequent communications.
- Train resource teachers to use the curriculum.
- This can be adapted for parents and parenting skills.
- Great that personnel from the state and district were present to support the workshop.
- An excellent presentation overall. Valuable content.

Appendix E
Sample Mentoring Form

STEPS TO SELF-DETERMINATION: TEACHER RESOURCE NETWORK

HOW HAVE YOU USED *SSDC*?	MOST EFFECTIVE USES (3-5 examples)	SITE VISIT O.K.?	PHONE CONSULT O.K.?	COMMENTS
- 502.4 vocational program for Students w/ language based learning disabilities grades 9-12.	· In career exploration class · with a variety of hands-on activities · group work · paired w/ vocational training	Yes	Yes	- In working w/ students who have difficulty reading I have found that the more activities fun on the topic to go along w/ the curriculum the better.

We are planning to organize a network of peer resources for users of the *Steps to Self-Determination* curriculum. We would like your permission to include the information that you have provided in the Network Directory and the Wayne State University College, of Education Self-Determination home web page. Thank you

✓ OK to print information in Steps to Self-Determination Directory

✓ OK to put information on WSU, College of Education Self-Determination home page

Stacey O'Callighan — Signature

10/3/00 — Date

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Contact Address
Dedham High School
148 Whiting Ave.
Dedham, MA. 02026

Appendix F

Web-page Information Exchange Example

Steps to Self-Determination Information Exchange

Did you come up with a great way to teach one of the *Steps to Self-Determination* lessons that you would like to share with others? Do you have a question about how to make one of the sessions most successful? This is the place to post your idea or get help from your colleagues who are also using the Steps curriculum. Just send an email to sdtalk@wayne.edu with your idea or question and we will post it on this Information Exchange page.

Recent Postings

Dear SD Talk,

When we do the How I See Myself/How I See You activities, I find that my students often have difficulty identifying personal strengths. (They don't seem to have nearly as much difficulty identifying a weakness.) I came up with a great activity to help kids learn about their strengths. I had each student write their name on a piece of paper and tape it to the back of their shirt. I then gave them each washable markers. They then had 10 minutes to walk around the room and write strengths of each person on his/her back. At the end of the activity, the kids took the papers off their backs and had this wonderful list of personal strengths that others had observed in them. Many of them were surprised by the strengths other students identified.

****

Dear SD Talk,

I am planning to use the Steps curriculum in an alternative school setting. Our students meet with us by individual appointment and I'm not sure how to schedule it. Do you have any suggestions?

Wondering in Wyoming

****

Dear Wondering,

Several teachers have used the curriculum in non-traditional programs. One transition focused program for 18-21 year olds that implemented the curriculum also met with students solely by individual appointment. They worked through the activities with students individually using the Student Activity Book. They essentially implemented the curriculum using a one-to-one coaching process. Another teacher who used the curriculum in an alternative setting is Kathy Casey. She teaches at A-I High School in the Clover Park School District (Tacoma, WA). Kathy formed a special group of students to participate in the curriculum through introductory workshop activities. She combined several lessons into 4 hour blocks and met several times over a 2 week period. She then worked with the students on an individual basis over the remainder of the semester to support them in achieving the goals they set. She also had the students keep portfolios of their progress. If you would like to talk with Kathy and discuss more ideas about using the curriculum in alternative settings, you can contact her at 253/589-7830 or by email at walt.reid@weyerhaeuser.com.

Return To Home Page

Appendix G

Sample of Technical Assistance Logs

Toole H.S. contacts

TECHNICAL ASSISTANCE LOG

DATE	VISIT		PARTICIPANTS	NOTES
	SITE	PHONE		
1/15		✓	CAROL ROBERTSON	PLANNED A PLANNING MTG. FOR TOOELE SITE LAUNCH.
				Current plan is to teach curriculum one
				day per week for full spring semester.
				30 students (20 w/out disabilities, 10
				with disabilities). Will start in 2 weeks.
1/22		✓	Carol Robertson	Left message to call me.
2/2/99		✓	" "	" " " " "
2/9/99		✓	" "	Carol reported she and other teacher had
				been sick and out of school. Didn't get
				started. Plans to start Feb. 22. I
				will meet with her and co-teacher on 2/16.
2/10/99		✓	" "	Discussed planning mtg. on 2/16.
2/12/99		✓	" "	Rescheduled planning meeting.
2/23/99	✓		Carol Robertson,	Discussed implementation plans and
			Louise Hulet, and	schedule. Discussed division of
			Colleen Riley	instructional responsibilities in teaming.
				Discussed support funding uses and
				process of accessing funds.
3/31/99		FAX	Carol Robertson	Sent memo of invitation to 4/7 training
3/31/99		FAX	Louise Hulet	" " " " " " "
3/31/99		✓	Carol Robertson	Discussed rescheduling of pretesting and
				beginning of curriculum implementation.
				Will begin April 12. Confirmed 4/7 training attendance

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TECHNICAL ASSISTANCE LOG

Paula Kohler

Page 1 of 2

DATE	VISIT			PARTICIPANTS	NOTES
	SITE	PHONE	email		
3/17/98	✓			District +	Overview meeting re:
	••			school personnel	Outreach proposal
10-11/98		✓	✓	District staff	Numerous e-mail correspondence & phone
				WSU "	to address implementation & sites
12/1/98	✓			Urbana	Deliver sample of curriculum
12/1/98	✓			District staff	Discuss implementation, sites,
					workshop dates, contact
12/4/98		✓	✓	WSU	Details & questions re:
					workshop & contracts
12/28/98		✓	✓	Facilities &	Schedule facilities & catering
				WSU	for January workshop
1/4-5/99		✓	✓	WSU	Communicate re: workshop
					& travel details
1/4-5/99		✓	✓	Districts'	Communicate re: participants
				staff	& workshop details
1-5-99		✓			Re confirm facilities & food
1-7-99	✓			District +	- All day-workshop
				site staff, WSU	for sites
1-15-99	✓			District & sites	3 hour meeting to plan
				staff	student / parent workshop
1-27-99		✓		teachers	Talk w/ teachers re: workshop
2-1-99		✓		"	" "
2-3-99	✓			District	Drop off handout materials,

Check details for workshop

1-22-99 ✓

sites

Deliver S.D. assessment instru. to sites, & info. collection forms

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Appendix H
Summary of Technical Assistance Survey

Implementing Steps to Self-Determination
Technical Assistance Survey
Composite Summary

1. What aspects of the technical assistance provided through the project have been most helpful to you?

   - Paula, willingness to come and chip in with staff. Excellent
   - The grant paid for subs and materials
   - At this point haven't really taken advantage of much technical assistance
   - Being e-mailed about meetings and Paula's visit were great
   - Having the teacher's book and student book made implementation easy
   - Paula Kohler's site visits
   - Having materials, training.
   - Dr. Clark was always readily available.
   - Feedback and brainstorming sessions.
   - Sharing resources, curriculum.
   - Getting suggestions of different approaches.
   - Supplemental materials.
   - Availability of resources.
   - Hearing about what worked and what didn't work with other teachers doing the program.
   - Effective sounding board.
   - The books and videos are great.
   - Having meetings to talk with teachers working with the program.

2. Were there any aspects of the technical assistance that were not helpful?

   - Sent the order to Pro-Ed prior to the start (2 weeks). Pro-Ed back ordered, said they would send in 4 weeks. Have not received
   - Mistake on grant to Portage instead of KPS. Minor problem, Paula took care of it
   - Paperwork

3. Do you have suggestions for how we could make technical assistance more useful for you?

- Having Sharon & Paula come back and meet with teachers while teaching the curriculum – perhaps midway. This would be very helpful to staff
- Having Paula and/or Sharon come in just prior to the start of the implementation of curriculum.
- Would like more networking within the district.
- Suggestions of examples of technical assistance
- Evaluation pieces need to be shorter, quicker, easier to complete

Appendix I

Individual Site Evaluation Summary Example

Steps to Self-Determination
Curriculum Implementation Evaluation Report

Uxbridge High School 1999-2001

I. Implementation Overview:

The Steps curriculum was introduced in the Uxbridge High School during the 1999-2000 school year. Staff from Uxbridge High School attended the initial Steps to Self-Determination training from Dr. Sharon Field. Teachers began plans to implement the Steps curriculum and utilized on-going technical assistance to review plans with Dr. Field, choose student participants and to began an ongoing review of implementation.

In 1999-2000 the Steps curriculum was implemented in an academic support classroom. The class was comprised of sophomores, juniors and seniors who were at-risk of academic failure. Seven students participated. Leslie Lesperance and two support staff members, Laura Burgess and Tammy Furno, taught the class.

The workshop that initiates the program was conducted with adaptations, in March of 2000 at the high school with the lead teacher and support staff in attendance. Parents of the students received information about the program on an individual basis via phone calls from the staff. The overall rapport between teachers and students was reported to be good and students expressed motivation to set goals to become more self-determined. Sessions began on March 6, 2000 and were held twice weekly in 45 minute increments.

The content of the Steps curriculum was reported to meld well into the classroom schedule. Mrs. Lesperance recognized the success of the program; each student was able to meet his or her goal. One student was determined to make it through his integrated math class and made the goal to both attend class and finish homework. Through support of the team and the Steps curriculum he was successful in meeting this goal.

In year 2000-2001, the Steps Curriculum was implemented by Penny Downs the Intervention Program Counselor along with two special education teachers. Eleven students identified as being "at risk" participated in the program. They all had Individualized Education Plans (IEP's) or 504s. The curriculum was implemented as an extension of the academic support center. Students were seen in small groups (no more than three) twice a week for forty-five minute sessions throughout one semester.

II. Results and Discussion

In both years of implementation, each student participating in the curriculum completed form A (pre) and form B (post) of the Self-Determination

Knowledge Scale (SDKS). SDKS results are provided for the 1999-2000 and 2000-2001 implementation periods as attachments following page three. As depicted in the charts, student's scores on the SDKS increased after participating in the curriculum.

The SDKS is a 37 item objective instrument designed to measure student's cognitive knowledge of self-determination. Content validity for the instrument was established via the Blueprint approach to test construction (Nunnally, 1994). Cronbach Alpha, a measure of internal consistency reliability, is .83 for the pre-test and .84 for the post-test.

In year 1999-2000, the curriculum was closely followed with some variation. During session one, the students reported liking the story and were all able to offer insight as to why goals may change and vary through time.

Session two offered some challenges; some of the students had difficulty with interpreting the importance of their dreams on the worksheet. They enjoyed describing them yet needed some one on one attention for understanding.

The student's liked working on strengths and needs in session three. Some clarification was given on how beliefs are not always correlated to "religious" beliefs.

In Session four, students liked identifying their short-term goals because they seemed attainable.

Session five, six and seven went smoothly. Some reminders were needed to keep steps "measurable." The student's enjoyed session seven's overheads. They liked the humor.

Session eight' provided a lot of discussion which brought the group together. Many options for "Tyrone's Dilemma" were suggested and talked about.

Session nine was the student's favorite session. They enjoyed the hands on "Connect the Dots" activity. Activities were used with the whole class. It is interesting to note that the boys had more of a challenge with the "Thinking Creatively" activity than the girls who solved it quickly. Overall, it was reported that the hands on activities were most beneficial in sustaining attention and promoting discussion.

In year 2000-2001, the teacher reported some deviation in her use of the Self-Determination curriculum. As students entered her program she introduced the model informally and had the students fill out a checklist of items indicating how well they knew themselves before moving into the next component.

Some adaptations were made in the curriculum to accommodate the student's varied schedules.

It was noted that Session one was skipped due to the challenge the student's had last semester with discussing dreams.

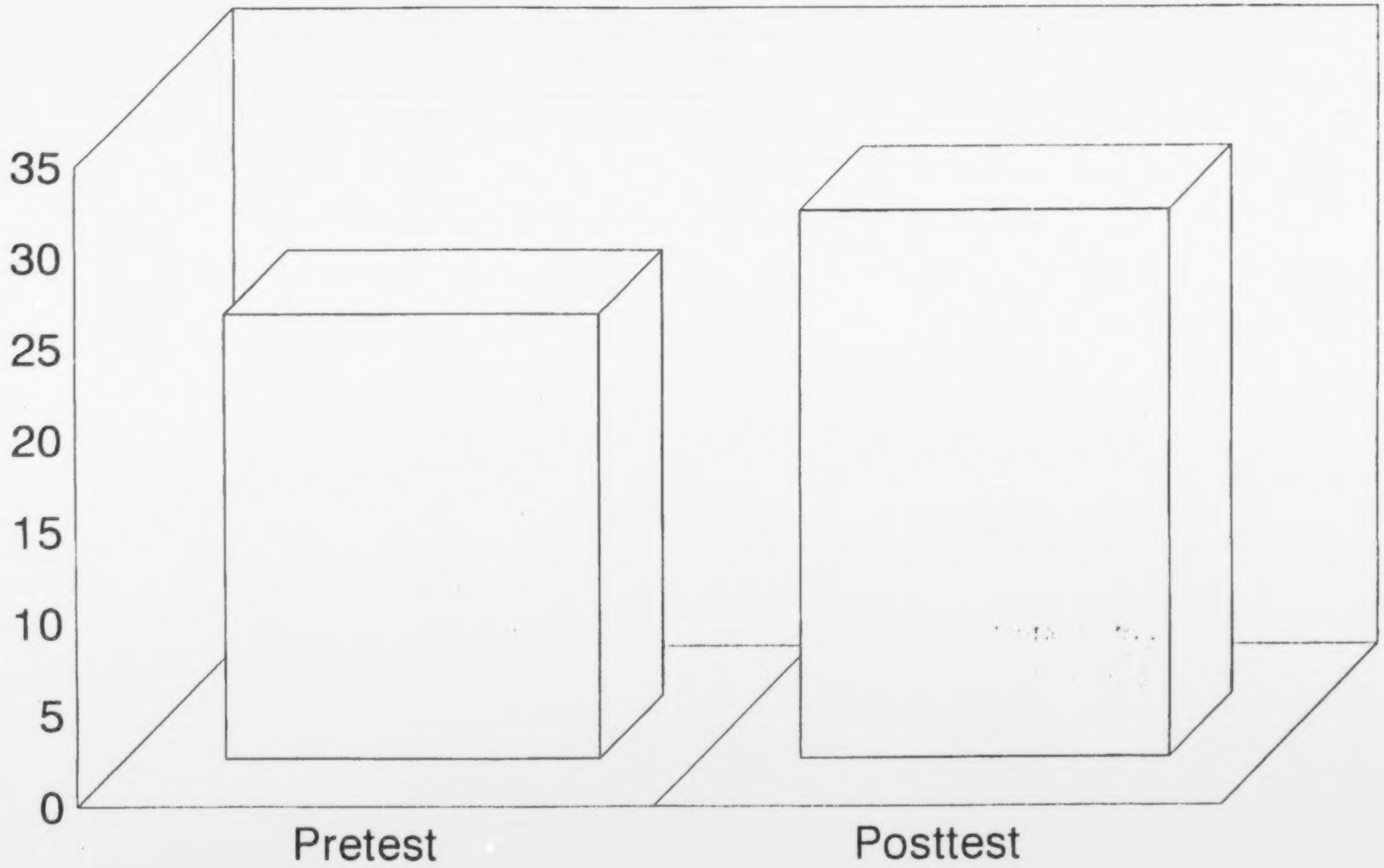
More time was spent on session two. The student's enjoyed the concepts involved in getting to know yourself.

Session three involved a combination of the school's career decision making system with the curriculum's "Creating options for long-term goals."

Sessions four through seven were done in conjunction with a job shadowing plan. This melded well with the teacher's goals and it was noted that students were quite successful.

Sessions 12-15 were noted as being successful. They coincided with the student's plans to work out summer employment. Due to the teacher's limited time with students, sessions 9,10,11 and 16 were not provided.

Pretest/Posttest Results For Uxbridge, MA
1999-2000 Academic Year



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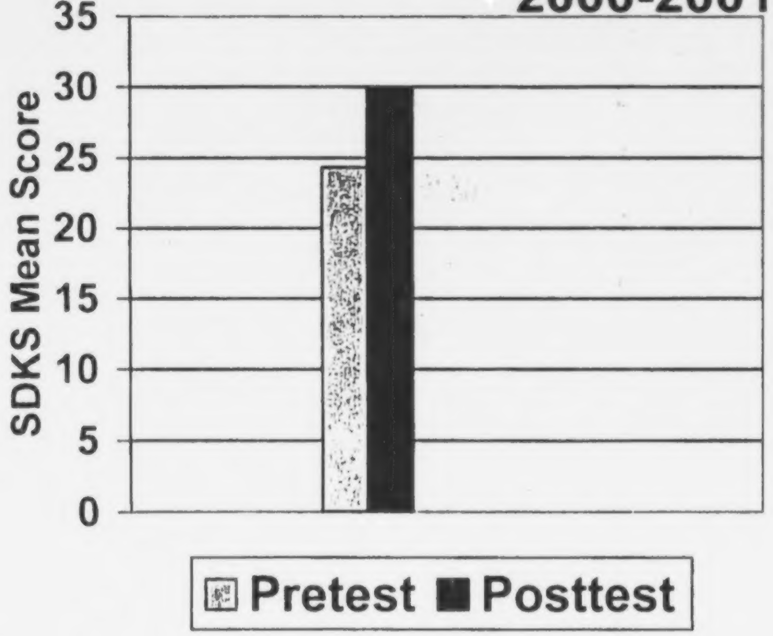
Steps to Self-Determination
Uxbridge High School, MA
2000-2001



Appendix J

SDKS Protocols and Results

Name: ______________________ **Date:** ______________

Self-Determination Knowledge Scale, Form A

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Alan Hoffman, Ed.D Sharon L. Field, Ed.D.
Shlomo S. Sawilowsky, Ph.D.

Directions: Read each question and fill in the circle on the answer sheet. There is only one correct answer for each question.

For questions 1 through 10, determine if the statements are true or false.

1. A goal is a statement of what you want to achieve.

   a. true
   b. false

2. When brainstorming, you list only the first option that comes to your mind.

   a. true
   b. false

3. Usually, an individual can generate more creative solutions to a problem than can a group.

   a. true
   b. false

4. You have the *right* to decide your career interests and the *responsibility* to seek appropriate training.

   a. true
   b. false

5. Responsibilities are things you are obligated to do.

   a. true
   b. false

6. Increasing self-awareness will help you decide what is important to you.

   a. true
   b. false

7. You should stick to your plan, even if there might be negative consequences.

   a. true
   b. false

8. A good way of dealing with criticism may be to consider who is giving it before taking action.

   a. true
   b. false

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9. You should change your goal if you do *not* reach it on the first try.

a. true
b. false

10. A good reason for taking care of yourself is to give you the strength to reach your goals.

a. true
b. false

11. Pat's dreams suggest these interests and skills:

- enjoys animals
- is good at helping others
- likes science

Which of the following is the *least* likely goal for Pat?

a. volunteer in the hospital laboratory
b. get a job at the pet store
c. join the track team

12. People who are self-determined value themselves, make informed decisions about what they want, and

a. always do what their best friend does.
b. plan to achieve their goals.
c. Give up if things are too hard.

13. Sal joined the chess team at the urging of the teacher even though Sal can't think of a good reason for doing s
Is Sal being self-determined?

a. yes
b. no

14. Bill likes to dance and enters a contest. Bob has collected stamps for years but is not sure why. Who is more self-determined?

a. Bill
b. Bob

15. Which of the following is the most important area of the self in being self-determined?

a. political affiliation
b. fashion preference
c. emotional well-being

16. Because of poor spelling skills, Mia has become very good at using the dictionary. This is an example of

a. giving up.
b. developing a strength to cope with a weakness.
c. failing to accept her responsibility as a student.

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Which of the following is a key skill in active listening?

a. plan what you are going to say next while listening
b. prove you are listening by interrupting when you hear something you disagree with
c. tell the speaker what you heard.

18. Which of the following are elements of active listening?

a. suspend judgment and give feedback on what you heard
b. interrupt if you disagree
c. smile and continuously nod your head

19. You listen carefully to the speaker and tell what you think was said. Is this an example of active listening?

a. yes
b. no

20. Before giving a speech to the class, Cassandra imagines speaking clearly and effectively. Is this an appropriate activity if she wants to become a better speaker?

a. yes
b. no

For questions 21 and 22, refer to the following information about Rosie.

Rosie dreams of being a science fiction writer and having lots of friends. She thinks of herself in the following way:

- good health
- persistent
- fair writing skills
- well-liked
- slow running time
- poor math skills
- sometimes pushy

Her goal is to go to college and obtain a degree in journalism.

21. Which one of the following demonstrates Rosie finding a strength in a perceived weakness?

a. Rosie doesn't like to think of herself as pushy, but it helps her get what she wants.
b. Rosie has poor math skills, but she has good health.
c. Rosie is well-liked, but she is a slow runner.

22. Which of the following is the most appropriate short-term goal for Rosie?

a. improve her grade in English this semester
b. complete her stamp collection
c. win a prize at the art fair

23. Which of the following are key steps in negotiating a "win-win" solution to a problem?

a. Ask what the other person thinks about the problem and how to solve it.
b. Ask what the other person thinks about the problem and be convincing that you have the better solution.
c. Ask what the other person thinks about the problem and pleasantly, but forcefully, insist on your solution.

24. Which of the following is the best reason for negotiating "win-win" solutions?

a. You always get what you want.
b. You reach many of your goals while building relationships with others.
c. You won't gt what you want, but at least you make friends.

25. Consider the eight items listed below.

1. know yourself
2. follow the leader
3. value yourself
4. make a plan
5. hide your weaknesses
6. learn from your actions
7. act on your plan
8. avoid conflict

Which five items describe self-determination?

a. 1,2,5,6,8
b. 1,3,4,6,7
c. 2,4,6,7,8
d. 3,4,5,6,7

For questions 26, 27, 28, and 29, refer to the following information about Mike and Eric.

Mike and Eric both got B's in English. Mike said, "That's great! I can't wait to tell my friend about it." Eric said, "I did not reach my goal. My study schedule was helpful, but I need to find a tutor.

26. Who compared the outcome to what he expected?

a. Mike
b. Eric

27. Who judged how he performed?

a. Mike
b. Eric

28. Who enjoyed his success?

a. Mike
b. Eric

29. Who made an adjustment based on what he learned?

a. Mike
b. Eric

30. Jan sees her ideal self as being trim and athletic. She is about 30 pounds overweight and is in poor physical shape. Which of the following ways of using her ideal self could help her to be more self-determined?

a. change her views about her ideal self
b. use her ideal self to help her understand what is important to her
c. ask someone else if her ideal self is acceptable

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31. Sam has a short-term goal to lose 5 pounds by the end of the month. Which of the following would be most likely to help him meet his short-term goal?

a. jog every morning for half an hour
b. plan to join the health club next summer
c. consider taking a nutrition class next semester

32. Steve wants to buy a good used car, but he knows little about cars. Which of the following is most likely to help meet this goal?

a. think about the car
b. have a mechanic look at the car
c. buy the car if he can afford it

33. It is important to predict possible results of actions because

a. it helps you decide whether or not to go ahead.
b. it helps you know your strengths and weaknesses.
c. it helps you communicate assertively.

34. When you encounter a barrier to achieving your goal, the best thing to do is

a. discard your goal.
b. find a creative way to get around it.
c. just keep trying.

For questions 35, 36, and 37, refer to the following information about Terry.

Terry was unhappy with the grade received in math class. In a conversation with the counselor and teacher about the grade, Terry said to the teacher in a loud voice, "You do not like me. You have never liked me." The counselor was silent. The teacher calmly responded, "You earned a 54% on the test."

35. Who is using passive communication?

a. Terry
b. the counselor
c. the teacher

36. Who is using assertive communication?

a. Terry
b. the counselor
c. the teacher

37. Who is using aggressive communication?

a. Terry
b. the counselor
c. the teacher

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Name: ______________________ **Date:** ______________________

Self-Determination Knowledge Scale, Form B

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Alan Hoffman, Ed.D. Sharon L. Field, Ed.D.
Shlomo S. Sawilowsky, Ph.D.

Directions: Read each question and fill in the circle on the answer sheet. There is only one correct answer for each question.

For questions 1 through 7, determine if the statements are true or false.

1. The purpose of brainstorming is to list only those ideas that are good.

   a. true
   b. false

2. More solutions to a problem can usually be generated by a group than by an individual.

   a. true
   b. false

3. A win-win solution occurs when both people feel that the solution benefits them.

   a. true
   b. false

4. You have the *right* to attend high school and the *responsibility* to do your best.

   a. true
   b. false

5. Dreams can be used to help you decide what is important to you.

   a. true
   b. false

6. You should consider changing your plan, if you anticipate negative results.

   a. true
   b. false

7. A good way of dealing with criticism may be to respond with humor.

   a. true
   b. false

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For Questions 8 - 9, determine if the statements are true or false.

8. It is OK to try more than once to get what you want.

   a. true
   b. false

9. If you want to get good grades, you *should* make it a habit to stay up all night to study

   a. true
   b. false

10. Pat's dreams suggest these interests and skills:

   - enjoys animals
   - is good at helping others
   - likes science

   Which of the following is the *least* likely goal for Pat?

   a. Wish I were shorter
   b. get a job at the pet store
   c. join the track team

11. Which of the following is an example of a goal?

   a. win the lottery
   b. likes working with people
   c. graduate from high school

12. Which of the following are elements of active listening?

   a. Listen carefully and argue points of differences as you hear them.
   b. Listen carefully and constantly nod your head.
   c. Listen carefully and do not make judgments.

13. Chris' best friend joined the swim team so Chris also signed up for the team, even though Chris hates the water. Is Chris being self-determined?

   a. yes
   b. no

14. Sue doesn't want to go to college because a friend thinks it is a waste of time. Sally takes babysitting jobs because she wants to earn money to buy a stereo. Who is more self-determined?

   a. Sue
   b. Sally

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15. Consider the eight items listed below.

1. value yourself
2. learn from your actions
3. be aggressive
4. always be the leader
5. act on your plan
6. know yourself
7. be argumentative
8. make a plan

Which five items best describe self-determination?

a. 1,3,4,6,8
b. 2,3,4,5,6
c. 1,2,5,6,8
d. 2,4,5,6,7

16. When you encounter a barrier to achieving your goal, the best thing to do next is to

a. change your goal.
b. wait a month and try again.
c. consider a different solution.

17. Because of his poor math skills, Eric has become very good at using the calculator. This is an example of

a. developing a strength to cope with a weakness
b. failing to accept his responsibility as a student
c. giving up

For questions 18, 19 and 20, refer to the following information about Rosie.

Rosie dreams of being a science fiction writer and having lots of friends. She thinks of herself in the following way:

- fair writing skills
- sensitive to others
- clear sense of right and wrong
- poor math skills
- angers easily
- insecure

Her goal is to graduate from the local community college and go on to a four year college to obtain a degree in journalism.

18. Which one of the following demonstrates Rosie finding a strength in a perceived weakness?

a. She angers easily but she has fair writing skills
b. She is insecure, but her insecurity has led her to be sensitive to others.
c. She has poor math skills, but she has clear sense of right and wrong.

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19 Which of the following is the least appropriate short-term goal for Rosie?

a. apply for financial aid
b. work for the school newspaper
c. learn how to repair a bicycle

20 Is working for a lawn service in the summer so she will not be bored an appropriate short-term goal for Rosie?

a. yes
b. no

---

21. Which of the following is a key skill in active listening?

a. Obtain feedback from the speaker that you correctly understood what was said.
b. Correct the grammar of the person who is speaking.
c. Agree with what the person is saying.

22. People who are self-determined make informed decisions about what they want, they value themselves, and

a. act on their plans.
b. refuse to take any risks.
c. always do what others expect of them.

23. Which of the following are key steps in negotiating a win-win solution to a problem?

a. Insist on expressing your view first.
b. Both sides state solutions to the problem and together select one that will meet the needs of both of them.
c. Ask what the other person thinks about the problem first, tell what you think about the problem, and then insist on your solutions.

24. A reason why it is important to think about your ideal self is that it

a. tells you something about who you are.
b. helps you to find your faults.
c. helps you to compare yourself to others.

25. A right is

a. something guaranteed by law.
b. something that is expected of you by friends.
c. something that you want to do very badly.

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26. You want to improve your grade to a "B" in Math for the next grading period. Which of the following is *least* likely to help you meet this goal?

a. Arrange to study with a classmate who is good in Math
b. Jog around the track every morning for half an hour.
c. Tell the teacher about your plan to improve your math skills.

27. Before each dive, Jim spends time imagining performing a perfect dive. Is this an appropriate activity if he wants to become a better diver?

a. yes
b. no

28. Joan wants to get a part-time job, but has not been able to decide if she should do so. Which of the following is most likely to help her make a good decision?

a. think about it some more
b. talk with a counselor or teacher about it
c. take the first job offered to her

29. Before taking action, it is important to

a. tell your friend about it.
b. listen carefully and constantly nod your head.
c. consider the possible results.

30. To be self-determined, what is most important to know in the mental, physical, social, emotional, and belief areas?

a. your strengths and weaknesses
b. your friend's strengths and weaknesses
c. your opponent's strengths and weaknesses

For Questions 31, 32, and 33, refer to the following information about Terry.

Terry and his friend were driving to a party when Terry was given a speeding ticket. Terry's friend yelled angrily at the police officer, "That's not fair. You're picking on us." Terry was silent. The police officer said "You were going ten miles over the speed limit. Here is your ticket."

31. Who is using passive communication?

a. Terry
b. the friend
c. the police officer

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32. Who is using assertive communication?

a. Terry
b. the friend
c. the police officer

33. Who is using aggressive communication?

a. Terry
b. the friend
c. the police officer

For Questions 34, 35, 36, and 37, refer to the following information about Tina and Abby.

Although Tina wasn't planning to work, a neighbor offered Tina a job in an office. She was very happy to take the job. She could not wait to tell her friends about it.

Abby's goal was to work in a pet store. She applied for a job and thought she did well in the interview. Abby was offered the job, but did not take it. She did not like the smells in the store. She applied for a different job.

34. Who compared the outcome to what she expected?

a. Tina
b. Abby

35. Who judged how she performed?

a. Tina
b. Abby

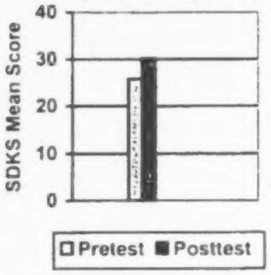
36. Who enjoyed her success?

a. Tina
b. Abby

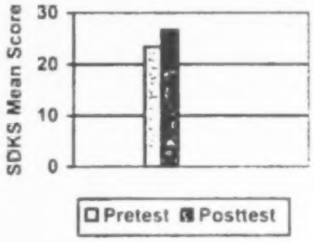
37. Who made an adjustment based on what she learned?

a. Tina
b. Abby

Tables for 1998-1999



Steps to Self-Determination
Bellevue, WA 1998-1999
(Mentoring Site)



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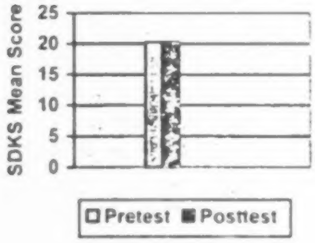
Champaign, IL 1998-1999



Steps to Self-Determination
Hunter High, UT 1998-1999

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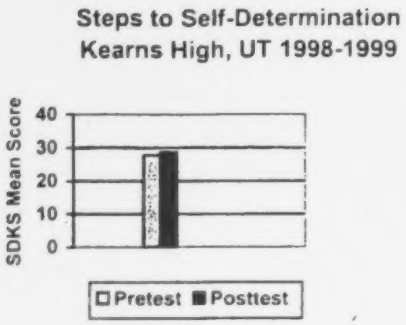
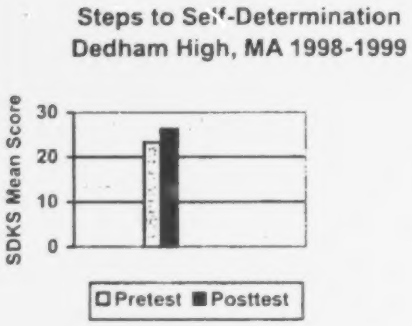
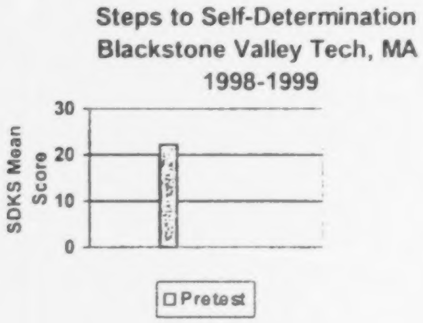

Steps to Self-Determination
Kearns High, UT 1998-1999
SDKS Mean Score
40
30
20
10
0
☐ Pretest ■ Posttest


Steps to Self-Determination
Dedham High, MA 1998-1999
SDKS Mean Score
30
20
10
0
☐ Pretest ■ Posttest


Steps to Self-Determination
Blackstone Valley Tech, MA
1998-1999
SDKS Mean Score
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20
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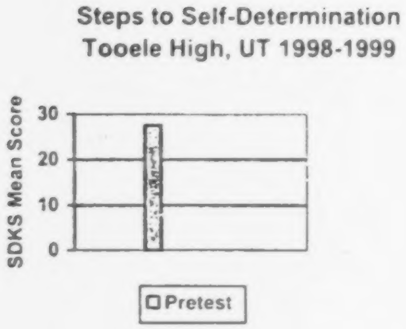
Steps to Self-Determination
Tooele High, UT 1998-1999
SDKS Mean Score
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10
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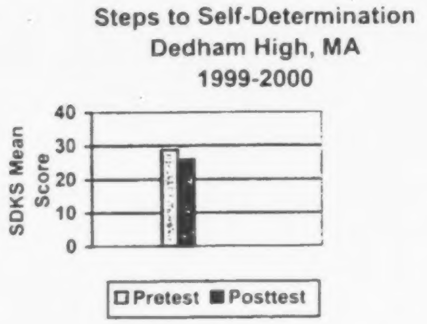
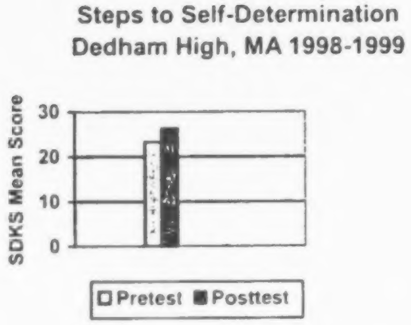
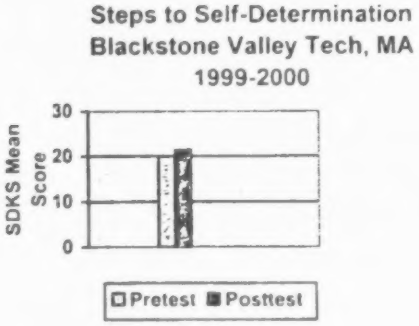
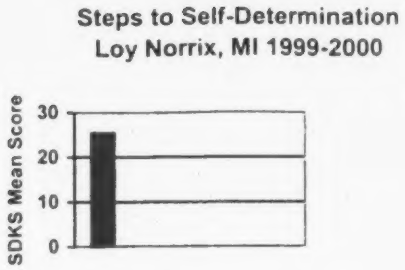
☐ Pretest

Tables for 1999-2000








Steps to Self-Determination
Loy Norrix, MI 1999-2000
SDKS Mean Score
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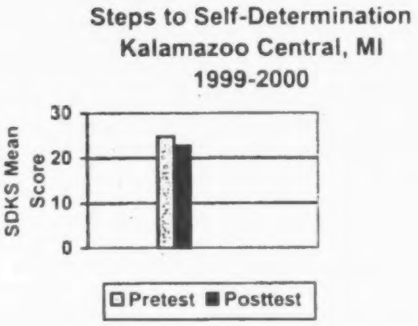
20
10
0


Steps to Self-Determination
Kalamazoo Central, MI
1999-2000
SDKS Mean Score
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20
10
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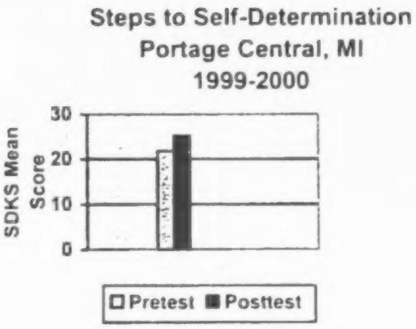
□ Pretest
■ Posttest


Steps to Self-Determination
Portage Central, MI
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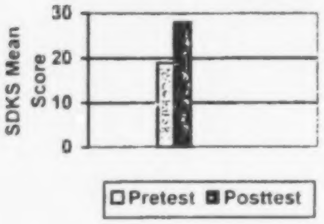
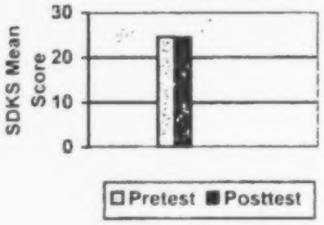
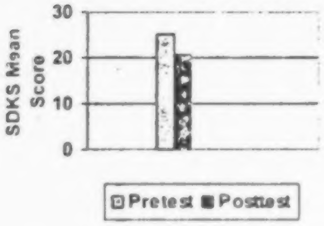
□ Pretest
■ Posttest



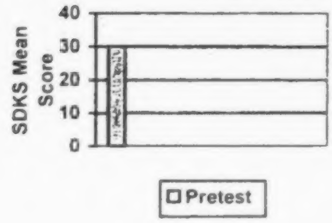
Steps to Self-Determination
Vicksburg, MI
1999-2000



Steps to Self-Determination
Gull Lake High School, MI
1999-2000

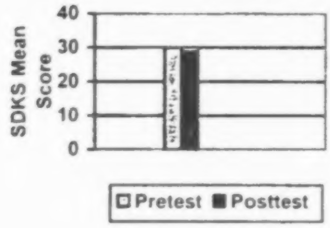


Steps to Self-Determination
West Jr. High School, MI
1999-2000

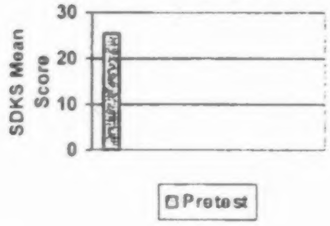


Steps to Self-Determination
Alta High School, MI
1999-2000

Tables for 2000-2001

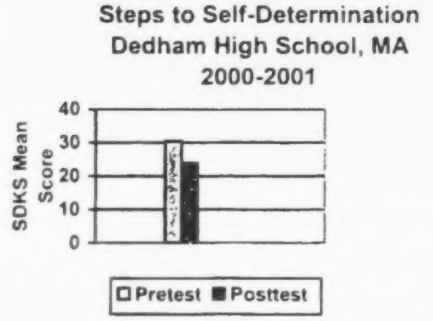


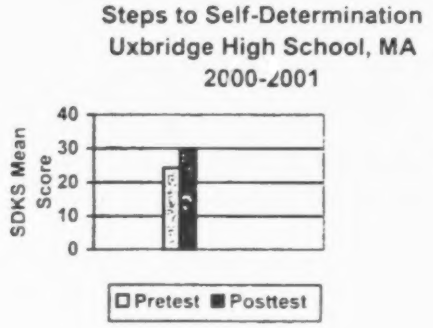
Steps to Self-Determination
Loy Norrix High School, MI
2000-2001

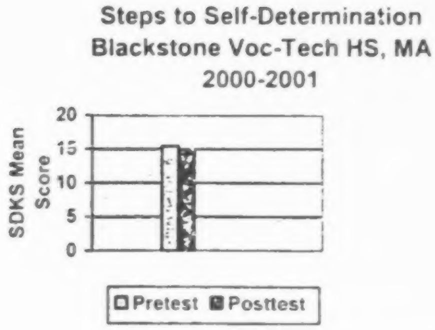


Steps to Self-Determination
Gull Lake High School, MI
2000-2001

Mass 2000-2001


Steps to Self-Determination
Dedham High School, MA
2000-2001


Steps to Self-Determination
Uxbridge High School, MA
2000-2001


Steps to Self-Determination
Blackstone Voc-Tech HS, MA
2000-2001

Appendix K
Interview Protocol

INTERVIEW PROTOCOL

Introduction

Thank you for participating in our *Steps to Self-Determination* Curriculum implementation project. We are now in the process of evaluating the implementation and would appreciate your input. Your reflections and suggestions will be valuable to us as we think about revising the curriculum.

Questions

In what grade levels did you use the *Steps* curriculum?

1. Did you use the *Steps* curriculum in special ed/general ed. classrooms?
2. What types of disabilities did the students who participated in the curriculum have?
3. Did you teach the *Steps* curriculum as a separate unit or was the material integrated into other lesson plans? If so, what kind of course content was it combined with?
4. Did you do the workshop section of *Steps* as a workshop or did you teach the workshop lessons as regular class sessions? If yes how did you organize the activities (as a cluster? Following the sequence in the manual? Other?)
5. What sessions in the curriculum did you use?
6. Which of the sessions worked best for you?
7. Do you have comments/suggestions for improvement for any of the sessions or for the curriculum as a whole?
8. Did you use strategies to adapt or enhance the curriculum? If yes, what were they?
9. Did your students work with mentors? (Hopefully, if they used mentors they used them will all of the students.)How were these mentors selected and assigned to the students?
10. Do you think the curriculum was beneficial for your students? Can you provide some specific examples?

Appendix L

Self-determination Idea Book

Steps to Self-Determination Idea Book

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Wayne State University
Detroit, Michigan 48202

DRAFT ------ Please contribute reactions or suggestions -------- DRAFT

Steps to Self-Determination Idea Book

The ideas presented below are enhancements to the *Steps to Self-Determination* curriculum developed and used by teachers as they were implementing the curriculum. This "cookbook" of ideas is a work in progress. Please share your suggestions as you implement the curriculum so that others may benefit from your creativity and experience. Please send suggestions to Sharon Field and Alan Hoffman at any of the following locations:

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E-Mail-. Sharon.field@wayne.edu; alanhoffman@wayne.edu
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Phone: 313/577-1638 (Sharon) 313/577-1618 (Alan)

Scheduling

Steps to Self-Determination is excellent material for advisor/advisee homerooms. A school that used it school-wide during their advising period had to break each session into two parts to make it fit into the shorter advisee period times, but they found that it provided a school-wide intervention which supported students in achieving their goals and provided a common language and conceptual framework.

1. Does your school have an open period, unscheduled or "student structured" time? This can provide an excellent opportunity to offer *Steps to Self-Determination* for students who especially need such an experience. This is often an excellent opportunity for a support services staff person (e.g., social worker, counselor or psychologist) to become involved with the delivery of the curriculum. It could also be taught by an administrator. It is a way for an administrator to become involved in teaching without the same time commitment as a regular class.

2. *Steps to Self-determination* has been successfully infused into many general education classes, including sophomore English, Career English, and advisory room.

3. *Steps to Self-Determination* has also been integrated into many Special Education classes, including Resource Room and Social Studies.

4. The curriculum has also been used as a counseling tool with individuals or small groups of students.

5. Some schools have created a new class where they could deal with the curriculum and other skills more oriented toward study and social skills. One school created a class, which was a "gateway" class for incoming freshman. The course included self-determination, learning styles, and IEP management.

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6. How do you deal with absenteeism in the curriculum? Strategies used by teachers include a) developing a buddy system where a student who was present for the class session helps a student to complete activities from the session he/she missed, b) creating individual learning packets where materials from a session were put into a format where students could complete the work independently and c) scheduling individual time with the student to review the session content.

7. For middle school students, or students with shorter attention spans, it may be helpful to break the sessions into two shorter lessons.

Materials

8. If you are making your own notebooks for students, get creative with your word processor. One teacher made cover sheets for the notebook that had little feet printed on them to illustrate steps. When we field-tested the curriculum we personalized each student's notebook by printing their name on the front. The kids loved it.

9. Just like many adults like to come home from a training with something in hand, so do adolescents. We often make "spirit" bags for the students--plastic 3-ring notebook pencil holders filled with university insignia items (pencils, pens, shoelaces, erasers etc.) Teachers in our workshops will usually receive a mug, water bottle or some other item to take home as a "souvenir" (and reminder) of the workshop. Community businesses are often willing to donate items you can give the students.

10. Teenagers love to eat! Teachers who provided a snack for students during the class session found that students responded favorably to the special treat and it helped to create a climate where students felt valued. One teacher who stated that she felt food/beverage at each session was a must said that it helped in the following ways:

    -It sets the self-determination session apart from the usual schedule as a special activity.
    -It makes the setting more "homey" and comfortable.
    -It sometimes breaks the ice as a topic of conversation.
    -It was the carrot that drew in some students who were hesitant about participating at first.

    This teacher also noted that if you do serve food, don't serve corn nuts. You can't hear what anyone is saying when you chew on them!

General{ TC \l1 "}

11. Use worksheets throughout the curriculum to strengthen writing skills.

12. While the worksheets have often served primarily as tools for group work and discussion in most classes, if students have strong writing skills a stronger emphasis can be placed on written expression. One teacher used the worksheets to strengthen writing skills. She wrote detailed notes to students on their worksheets, further building her relationship with the students and reinforcing the value and importance of written communication.

13. Have students make a portfolio as they complete the course, placing evidence of progress toward meeting their goals in their portfolios.

14. Have students keep a journal as they progress through the curriculum.

15. For students with more severe disabilities, it may be helpful to adapt the worksheets to include icons or pictures as well as words.

16. Continue to involve parents/mentors throughout the process by sending notes or newsletters home about classroom activities and goal achievement. The newsletter can be written by the teacher or by the students.

17. Have students collect quotes from newspapers, books and magazines related to self-determination. Read their quotes as part of daily announcements or post their quotes on bulletin boards.

18. Ask students to come up with one word related to self-determination for each of the letters in the word self-determination (i.e., s, e, l, f, etc.). Then ask them to make a poster using their words.

19. Ask the class to set weekly goals. This also can be used for individual students.

20. Ask students to come up with as many words as they can that mean self-determination.

21. Ask students to make posters with positive words on them to display in the classroom. Ask them to make posters of the words they would use to respond to the question, "What would you say to someone who did a good job?"

22. Ask students to respond to the question, "What is a goal?" Display their responses around the room.

23. When students go on field trips to observe different job, ask people to talk about their lives, how they decided to do the work they are doing, what is hardest about it, etc. When discussing the field trip at school, use the field trip experience to help the students learn

more about self-determination as well as about different kinds of jobs. Self-determination can also be built into the field trip process by asking students to participate in the decision-making process about where to go on field trips.

24. Materials on optimism/pessimism can supplement the self-determination materials.(attached)

25. Materials on introvert/extrovert (attached) can also supplement the self-determination materials.

26. Ask students to identify their heroes and get information about them. Then have them set goals and ideals for their heroes. Www.heroes.com is a resource for information.

27. Have students create a self-determination newsletter.

28. Have students create a self-determination project
--Save all worksheets and papers to include in your final project.
--Keep a journal for your final project. Each day write about your progress toward your goals, write about changes and events that happen as you work toward your goals, and write your thoughts about your efforts and about this class as we move through the class sessions.
--Keep all evidence of your actions as your work on your steps toward your goals. Be creative. [illegible] may include pictures, drawings, stories, pamphlets, copies of applications, etc

28a. Make gifts for mentors to show appreciation.

28b. When doing artistic projects or other projects in the classroom, use the language of self-determination to help students complete the project. For example, have them go through the 5 steps of the self-determination model when they are deciding on a project and making their plan to complete it.

28c. Use the 5 steps of the self-determination model to solve a problem in the classroom when it occurs. For example, one teacher helped the students to use the 5 steps to solve a problem with teasing in the classroom.

Orientation

29. Use small groups to identify characteristics of the ideal or "dream" mentor. Give each group a large piece of paper and marking pens. Ask them to draw a person or outline of one and fill in the characteristics of their ideal mentor on the drawing. To make the outline of a person, one student can lay on the floor and another can draw an outline around him/her.

30. Ask students to come up with their own definition of self-determination. Have them make posters illustrating their definitions. If you have access to computers, they may want to use the computer to make their posters.

31. Ask students to write a personal narrative of "a defining moment" that helped them to become the person they are today. Write a personal narrative of your own to share with the class as a model.

32. Personalize letter to go home to parents/mentors. See Janice Perry's as an example.

33. Have students cut pictures out of magazines of people who look self-determined and those who do not. Have them tell why the people either do or don't look self-determined.

34. Using a word processing software program, such as Wordperfect or WORD, have students customize a letter of invitation for their mentor.

35. Help students to understand the concept of self-determination by breaking the word into two parts and defining each of those parts: self and determination. Then discuss with the students how the two fit together.

Workshop

36. Have the students plan the food for the workshop. In one school where we attended the workshop, we couldn't believe the amount of food--baked goods, grapes from the orchard one of the parents worked in, gallons of pop. We later found out that the students had decided what they wanted to eat, bought or made the food and earned the money to purchase it by taking over the school recycling program for a week. It generated a lot of ownership and enthusiasm for the workshop by the students and it was a wonderful first act of self-determination!

37. One teacher provided wake-up call service for students who might have difficulty rising early on a Saturday. This could also be arranged as a peer support or telephone tree.

38. Two teachers took their co-learner role very seriously and invited their parents to attend the workshop. The students were eager to meet their teachers' parents and it was a great modeling activity. A spin-off benefit was that one of the teacher's parents voted for a school millage election for the first time in years!

39. Want to make the meal table seem special at the workshop? One teacher used candlelight!

40. We really do think you should schedule the workshop in one six hour block. However, some find that this just isn't workable at their site. Some alternatives that have been tried are provided below:

--Schedule the workshop from 5:00 – 9:00 on a week-night. Arrange for a "working dinner" and abbreviate some of the activities. For example, do one Rights and Responsibilities scenario instead of four.

--Complete selected workshop activities in class with students paired with each other. Bring parents/support people for a shorter period of time and (a) students share with them what they did and (b) the group completes remaining activities together.

--Complete the workshop in two sessions.

--If parents cannot come to the workshop, ask them to fill out the How I See You worksheets and mail them back to school. Provide a self-addressed stamped envelope for parents to return them. Students can use the How I See You worksheets their parents have provided as they complete the activity.

41. If you want to have support for the workshop, but you are doing the curriculum on your own, try team teaching just the workshop with other local teachers who are using the curriculum and then break off into a small group with your own students. In one district where they were using *Steps to Self-Determination* in two schools, the teachers held the workshop session together. The students and parents sat with their own groups and were arranged into groups by color-coded name tags. Activities were introduced in the large group and then each teacher worked through the activities and facilitated their own groups. It decreased the number of activities each teacher had to assume leadership for and it provided students and parents with the sense that they were part of a large, exciting effort. It also can help build communication between teachers.

42. Invite the vocational rehabilitation (VR) counselor or another adult service provider to attend the workshop. At one workshop, the VR counselor served as a mentor for a student. He also gave a brief presentation on VR services that students could apply for. Many students and parents were unaware of the vocational rehabilitation resources available to them. The workshop provided an excellent vehicle for this information about adult services. The students and parents were already attuned to thinking about the future and ready for the information. In addition, it helped the VR counselor get to know individual students and become further acquainted with the school program.

43. Looking for support persons/mentors for individual students? Try building or central office administrators or support staff Serving as a mentor for a student in the curriculum or as a small group facilitator can provide administrative staff with a time-limited, positive and proactive opportunity to interact with students.

44. As a supplemental self-awareness activity, pass a bag of small bite size snacks around the class. For every snack they take, they have to tell others in the class one thing about themselves that the others do not know.

45. Another supplemental self-awareness activity: Tape a piece of construction paper on each student's back. Using washable markers, ask each student to write one positive thing about that student on the construction paper.

46. As you do the overview of the self-determination model, provide an outline that students can fill in as you are reviewing the model. (see sample attached)

47. For the Rights and Responsibilities activity, ask students to make up role plays depicting different ways the situations could be resolved.

48. Another supplemental self-awareness activity. Ask students if they could be any animal, which animal would they choose. Why? What does that say about their strengths and preferences?

49. Ask students to make a word collage of things they like.

50. If parents cannot come to the workshop, send a letter home describing the activities.

51. Spice up the workshop by offering door prizes. Local area merchants are often pleased to make a contribution. One local bank donated a $50. Savings bond for the grand prize.

52. Supplemental activity for self-awareness: Have students develop a resume. Work with students to use the resume writing experience to increase their self-awareness.

53. Have students write a personalized note to each student in the class stating one thing tha they like about that student. This could also be done by the teacher.

54. Use the poem "The Climb" (attached) to provide a starting point for a discussion about self-determination.

55. Supplemental self-awareness: Have students bring in pictures, small objects and written descriptions of their interests, hobbies and personality characteristics.

56. Use career interest inventories and assessments such as the Myers-Briggs to supplement self-awareness activities.

Session One:

57. To demonstrate the concept of active listening, teachers can role play how to actively listen and how not to actively listen.

58. Clarify dreaming as daydreaming, not nocturnal dreams.

59. To help students use their imagination while listening to the Story of KrissAnn, lower the lights and ask students to close their eyes.

60. Summarize key ideas from The Story of KrissAnn and hand-out this list to the students. The list could be generated through students discussion, typed and then handed out to make it belong to the students.

61. Stress with students that, in our dreams, we usually do something, not just get something.

Session Two:

62. Provide more role plays and examples.

Session Three:

63. It is sometimes hard for students to grasp the concept of long-term goals. This concept can be reinforced as the opportunity presents itself throughout the curriculum and in other parts of the school day.

64. Generate a list of goals together as a group. Have each student pick one of the goals to work on.

Session Four:

65. It's very important for the teacher/facilitator to help students carefully select short-term goals that are realistic and achievable in one semester.

66 To make the curriculum fit more closely with the content of a specific class, or to individualize for the students needs, you can ask students to consider only specific types of goal options. For example, one teacher used the curriculum in her Careers class and asked students to use this exercise to identify career goals. Students used materials from the school's career center to make outlines about the careers they were considering.

67 As a follow-up activity to this lesson, students can set and work toward a goal related to moving an object from one end of the room to the other. They work in teams to accomplish this goal. There are three rules for this activity-.

1.Each student must touch the object.
2.The student cannot move while he/she is touching the object.
3.The object can't touch the floor.

68 Each team of students sets goals on the time it will take them to move the object across the room and the number of times the object will be dropped. After the first time they try to reach their goal, the team re-evaluates and revises their goal. After the activity is completed each student identifies what his/her personal goal was to help contribute to the group's effort (activity 4. 1).

69 Use experiential activities, such as job shadowing, to assist students in narrowing the options.

Session Five:

70. As a follow-up activity to this lesson, students can be given 2 large sheets of roll paper (approximately 3'x 4') and told to reach the other side of the room without their feet touching the floor. Students will usually generate ideas for breaking big steps into little steps by ripping the big pieces of paper into little pieces so they can move across the room on the paper (activity 5. 1).

71. Provide more examples.

Session Six:

72. The movie "What About Bob?" can provide some interesting examples and discussion points for this lesson.

73. Ask students to complete the Steps worksheet for activities 4.1 or 5.1 described above. Teachers then act out the steps identified on the sheets to determine if all steps are included and clearly stated. Discussion can help bring out the critical elements of designing steps to reach a goal.

74. Be brave! Try putting your own short-term goals on a transparency to provide an example for students.

75. Have students complete a steps worksheet for their IEP objectives.

76. Have students break a short term goal down into steps together. Complete the activity as a large group using either butcher paper or the blackboard.

77. To illustrate the concept of breaking long-term goals down into short-term goals or steps, have students set short term goals that can be accomplished in a very short period of time. For example, one teacher asked students to set goals they could reach in a week. One student chose to have his shirt tail in every day for the week, another chose not to chew gum for a week and another made a commitment not to complain for one week. A sheet that can be used for this activity is attached.

78. Provide additional examples of short-term goals sheet besides Donna's.that relate to different abilities and ages. Also, make sure there is one for the teacher to do and one to hand-out.

Session Seven:

79. A follow-up to this session can be the establishment of a group goal. One class set a goal of a group trip to an amusement park and identified the smaller steps they would need to complete to reach this goal. The group goal can be used throughout the remaining sessions to illustrate points from the session.

80. Make posters of goals with baby steps.

81. An alternative to the term baby steps is the following saying from a Disney movie (or a Disney-like movie): "Inch by inch life is a cinch; Yard by yard life is too hard."

Session Eight:

82. The terms "expect", "predict" or "guess" may be more easily understood than anticipate.

83. Add a component to help students learn how to anticipate and deal with reactions of others by asking them to guess how Tyrone's might react to each of the options. Help students to use this information about potential reactions of others when they are deciding which consequences they want to live with.

84. To help students remember their goal, they can write the goal down on the front of their book cover, with the steps beneath it. It will be in a place where they will always see it.

85. Ask students to write their goals on cards that they carry in their wallets or book bags.

86. Have students check off the step every time they reach a goal. Give them a sticker for every 5 steps they accomplish.

Session Nine:

87. Help students to use skills they are learning in the curriculum in real situations. For example, when one teacher was implementing session 9 on creativity her co-teacher was in the hospital. The follow-up activity for this session was to send the teacher in the hospital a message by "creatively". Students came up with ideas which included sending him a picture of the group, construction paper cards and materials from the Outdoor Challenge class they took with him.

88. Use the video "Brian's Song" as a starting point for a discussion on barriers faced in self-determination.

Session Ten:

89. This session can be supplemented by a number of optical illusions or brain teaser puzzles. Listen to the Puzzle Place on NPR on Saturday mornings or check out your local book store for ideas.

90. Given a grid that represents a lava lake with "invisible" safety rocks, students have to first find their way through the lake alone and then as a group. Typically, more students find they can survive this simulated experience with the help of the group than they can alone.

More information on this activity is available from Leandrea Boyer at Groves High School (Birmingham, MI).

91. Ask students to brainstorm different ways they can imagine breaking down a short-term goal (e.g. stepping stones, miniature golf, and monkey bars). Ask students to draw their short-term goal and the steps to reach the short-term goal using one of these alternative formats.

Session Eleven:

92. Teachers consistently report that this guest speaker session is one of the highlights of the curriculum. However, if you can't arrange for a guest speaker, you might try a video. Videos which have been suggested include "I Can Do It". Alternatively, you could have students describe individuals with disabilities who were self-determined and identify a) the strengths they used and b) the barriers they overcame or circumvented.

93. Teachers have reported that the local Chamber of Commerce is often a great place to locate guest speakers.

94. Have students bring in stories from magazines or newspapers that tell about individuals' efforts to be self-determined. Laminate the stories and post them in the room.

95. Ask students to interview an individual about his/her efforts to be self-determined. The class can create the interview questions as a group or you could provide the questions to the students. A sample list of questions includes:

96. Ask students to interview their parents about their self-determination. What were their goals when they were the student's age? What were the obstacles they had to overcome? This could also be done with a friend or neighbor.

97. Ask the student to interview someone s/he thinks is successful. How did they achieve what they did?

98. When you invite guest speakers in to talk about their careers, ask them also to address areas that relate to self-determination. How did you decide to do the kind of work you are doing? What barriers did you encounter in getting into this kind of work? What kind of self-determination skills do you have to use in your job--do you have to plan, set goal, communicate with others, assess the results of your actions??

99. Invite parents to be guest speakers.

100. Ask students to interview teachers and other school staff about self-determination in their lives.

101. Invite a former student to be a guest speaker.

Session Twelve:

102. Ask students to describe the type of communication they used in different situations during the week (i.e. passive, assertive or aggressive) and tell what the outcome of that communication was.

103. Show the video "Twelve Angry Men". Use the film to stimulate discussion about passive, assertive and angry communication.

104. Pre-script scenarios for assertive, angry and passive communication.

Session Thirteen:

105. Have students make up role plays demonstrating passive, assertive and aggressive communication.

106. Ask students to role play passive, assertive and aggressive responses to given situations (attached). Ask students to make up situations and then role play passive, assertive and aggressive responses.

107. Add job interview role plays to reinforce verbal communication skills and link to career awareness.

Session Fourteen:

We are awaiting ideas/information on Session Fourteen

Session Fifteen:

108. Have students generate a list of pro's and con's of a) avoiding conflict and b) confronting conflict. Discuss the pro's and con's and when we might want to avoid conflict and when we might want to confront it.

109. Have the faculty member in charge of peer mediation or the administrator responsible for discipline come in to talk about conflict resolution.

Session Sixteen:

110. Have students interview each other to ask how they felt about being self-determined and if they felt they picked an appropriate goal.

111. Try a dessert buffet to celebrate the last session. A teacher who held this last session in the evening so support persons could attend served the dessert with coffee, tea, cocoa and sparkling cider. Tablecloths and flowers added to the celebratory atmosphere.

112. Interview each of the students about their experience with becoming self-determined. Some possible questions include:

1. What is your short-term goal?
2. Did you achieve it?
3. Can you achieve it by the end of the school year (or another specified period)?
4. If not, why?
5. Are there steps that you should have included?
6. What did you lean about setting and achieving goals?
7. What does being self-determined mean to you?

One teacher hosted a crawfish boil at her home for the students and their parents to celebrate what students had learned in the curriculum. Another arranged for a barbeque at the school.

Supplemental Resources

Covey, Sean. *Seven Habits of Highly Effective Teens.*

Canfield, Jack., Kirberger, Kimberly & Hansen, Mark.. *Chicken Soup for the Teenage Soul.*

Dr. Suess. *Oh, the Places You'll Go.*

Hughes, Langston. *What Happens to the Dream Deferred?*

Platt, Kin. *The Ape Inside Me.* Use self-determination model to analyze how he was self-determined.

Reeves, Christopher. *Nothing is Impossible: Reflections on a New Life.*

Schulz, Charles. Autobiography.

Movies: "Hoop Dreams", "Brian's Song", "October Sky", "The Mighty Ducks", "Stand by Me"

Appendix M

Self-determination Quality Indicators Assessment Instrument

Self-Determination Quality Indicators

Sharon Field, Ed.D. and Alan Hoffman, Ed.D.

College of Education, Wayne State University

The quality indicators were designed to help school and program teams assess their current self-determination implementation efforts. To inventory present levels of a school or program's performance relative to the self-determination quality indicators, it is recommended that team members identify for each quality indicator ways in which they are meeting the standard as well as areas for improvement. It is also suggested that teams assign a numerical rating for each indicator on a scale of 1 (low) to 4 (high). It may be helpful to have each member of the team rating each of the indicators individually first and then come together as a team to discuss their ratings and arrive at a team consensus rating Alternatively, teams may choose to assign ratings to each quality indicator through group discussion.

The information from the self-determination self-assessment can be used to set goals for improving the opportunities provided by the program to prepare students in knowledge, beliefs and skills that will help them to be more self-determined. These goals may be at the personal, classroom, school and/or district levels.

To develop a program that is focused on preparing students to be self-determined, it is essential to *act* on the goals developed. Developing and meeting regularly with a supportive team that holds each member accountable for working toward their goals can help assure that goals and plans are turned into action.

The final step in the self-determination process before it re-cycles is "Experience Outcomes and Learn". At a specified point in time, teams need to assess their progress related to promoting student self-determination and celebrate their accomplishments. They also need to determine new goals for their program based on the experience and new knowledge they have developed. It is recommended that program self-assessment be conducted on at least an annual basis after the initial inventory to provide the opportunity for on-going and continuous self-improvement.

School:**__________________________** ***General Education:*****___** ***Special Education:*****___** ***Grade Level:*****____** ***District:*****____________**
Team Members:**____**

Quality Indicator	Current Implementation Level	Strengths:
#1: Knowledge, skills and attitudes for self-determination are addressed in the curriculum, in family support programs and in staff development. *Sample Indicators* *A framework is used to guide systematic infusion of self-determination components in the curriculum. (e.g., Field & Hoffman, 1994; Wehmeyer, 1996; Ward & Kohler, 2001)* *--A formal curriculum is used with students to specifically teach knowledge, skills and beliefs for self-determination.* *--Faculty and staff are provided with in-service opportunities to develop self-determination related skills, such as self-assessment of professional strengths and weaknesses, goal setting, time management.* *--Parent-to-parent support groups focused on parent advocacy are available for families.*	not implemented — fully implemented DK 1 2 3 4	**Areas for Growth:**

Quality Indicator	Current Implementation Level	Strengths:
#2: Students, parents and staff are involved participants in individualized educational decision-making and planning. *Sample Indicators* *--Students and parents are invited to attend I.E.P. meetings and they are encouraged to actively participate in those meetings.* *--Students are provided with instruction to help them prepare for active participation in the I.E.P. process.*	not implemented fully implemented DK 1 2 3 4	 **Areas for Growth:**

Quality Indicator	Current Implementation Level	Strengths:
#3: Students, families, faculty and staff are provided with opportunities for choice. *Sample Indicators* *--Students participate in their course selection.* *--Students can choose from several options as to how they will complete class assignments.* *--Families are provided with options about meeting times for conferences.* *--Families have meaningful input to the educational decision-making process.* *--Faculty and staff are encouraged to express preferences and negotiate regarding teaching assignment and other duties.* *--Faculty participate in the decision-making process related to curriculum standards and selection of curriculum materials.*	not implemented fully implemented DK 1 2 3 4	 **Areas for Growth:**

Quality Indicator	Current Implementation Level	Strengths:
#4: Students, families, faculty and staff are encouraged to take appropriate risks. *Sample Indicators* *--Students are provided with an opportunity to explore coursework and career opportunities that are new to them.* *--Families are encouraged to suggest and experiment with new strategies at home to support the accomplishment of educational objectives.* *--Faculty and staff are encouraged and supported, through the staff development and the supervision/evaluation process, to try new teaching strategies.*	not implemented — fully implemented DK 1 2 3 4	**Areas for Growth:**

Quality Indicator	**Current Implementation Level**	**Strengths:**
#5: Supportive relationships are encouraged. *Sample Indicators* *--Peer support programs, such as peer tutoring, peer mentoring and peer counseling, are provided.* *--Students have the opportunity to participate in team projects.* *--Families are invited to participate in informal school activities where positive relationships are formed.* *--Team teaching is supported.* *--Mentoring is provided for new teachers.*	not implemented fully implemented DK 1 2 3 4	**Areas for Growth:**

Quality Indicator	Current Implementation Level	Strengths:
#6: Accommodations and supports for individual needs are provided. *Sample Indicators* *--Accommodations necessary for students, family members and staff with disabilities (e.g., interpreters, modified texts, architectural features) are provided.* *--Universal design principles are used in instructional and architectural design.*	not implemented / fully implemented DK 1 2 3 4	**Areas for Growth:**

Quality Indicator	Current Implementation Level	Strengths:
#7: Students, families and staff have the opportunity to express themselves and be understood. *Sample Indicators* *--All students are encouraged to participate in student government activities.* *--Opportunities are provided for dialogue among students and staff during the school day.* *--The expression of divergent opinions by students, families and staff is encouraged by administrators.*	not implemented fully implemented DK 1 2 3 4	 **Areas for Growth:**

Quality Indicator	Current Implementation Level	Strengths:
#8: Consequences for actions are predictable. *Sample Indicators* *--Clearly delineated behavior management plans are available for each classroom.* *--The school-wide code of conduct for students is explicitly stated.* *--The managerial and decision-making structure of the school is clearly understood by students, families, faculty and staff.* *--Students can state their goals for educational programs.*	not implemented fully implemented DK 1 2 3 4	**Areas for Growth:**

Quality Indicator	Current Implementation Level	Strengths:
#9: Self-determination is modeled throughout the school environment. *Sample Indicators* *--The principal assumes leadership responsibility for conditions within the school.* *--Teachers assume leadership responsibility for conditions in their classrooms.* *--All school community members (e.g., students, parents, faculty and staff) are actively involved in the school improvement process.*	not implemented — fully implemented DK 1 2 3 4	**Areas for Growth:**

Appendix N
Articles

Preparing Youth to Exercise Self-Determination:

Quality Indicators of School Environments That Promote the Acquisition of Knowledge, Skills, and Beliefs Related to Self-Determination

Sharon Field and **Alan Hoffman**, *Wayne State University*

If youth with disabilities are to be adequately prepared to maximize opportunities for self-determination in adulthood, they need to be equipped with the knowledge, beliefs, and skills that lead to self-determination in their educational programs. This article identifies quality indicators of educational programs that promote self-determination. The quality indicators are holistic in nature and address the self-determination of all members of the school community. Guidelines for using the quality indicators for program improvement are provided.

During the past decade, self-determination has emerged as an important concept in educational programs and service delivery for persons with disabilities. Several definitions of self-determination have been offered in the literature. Although these definitions vary in perspective and purpose, they are essentially consistent and complementary (Field, Martin, Miller, Ward, & Wehmeyer, 1998). For the purposes of this article, the definition offered by Field and Hoffman (1994) will be used. Field and Hoffman define *self-determination* as "the ability to identify and achieve goals based on a foundation of knowing and valuing oneself" (p. 164). The model upon which their definition is based asserts that self-determination is affected by both environmental factors and individuals' knowledge, skills, and beliefs related to self-determination. The individual knowledge, skills, and beliefs that lead to self-determination are delineated according to five components: know yourself, value yourself, plan, act and experience outcomes, and learn. (For further information about the self-determination model, see Field & Hoffman, 1994.)

Between 1990 and 1996, the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) implemented a major initiative to identify and develop practices and programs that would support self-determination for youth with disabilities (Ward & Kohler, 1996). Subsequent to this OSERS research and development initiative, language was added to the amendments to the Individuals With Disabilities Education Act (IDEA) that mandated an emphasis on self-determination practices when transition services for youth with disabilities in K through 12 educational settings are developed. IDEA requires that students' preferences and interests be taken into account when planning for transition services. It also stipulates that students must be invited to participate in their individualized education programs (IEPs) when transition services are discussed.

An emphasis on self-determination is also evident in legislation and services affecting adults with disabilities. The amendments to the Rehabilitation Act Amendments of 1992 (P.L. 102-569) state that

> Disability is a natural part of the human experience and in no way diminishes the right of individuals to live independently, enjoy self-determination, make choices, contribute to society, pursue meaningful careers, and enjoy full inclusion and integration in the economic, political, social, cultural, and educational mainstream of American society.

Furthermore, the Rehabilitation Act Amendments require that adults with disabilities be involved in the development of their individualized written rehabilitation plans. The Rehabilitation Act Amendments of 1998, Title IV of P.L. 105-220 strengthened the concept of empowerment for persons with disabilities and emphasized the need for informed choice (Sitlington, Clark, & Kolstoe, 2000). In addition to the rehabilitation legislation, there have been many initiatives within the adult service sector focused on promoting self-determination for persons with disabilities (Pennell, 2001). For example, the Robert Wood Johnson Foundation implemented a $5 million program to help states change their service delivery systems to promote self-determination. The U.S. Administration on Developmental Disabilities also funded several initiatives aimed at promoting self-determination and self-advocacy for persons with disabilities.

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If persons with disabilities are going to have meaningful opportunities to exercise self-determination, it is imperative that schools provide students with the opportunity to develop the knowledge, skills, and beliefs that will help them capitalize on and create opportunities to be self-determined. In order to promote self-determination competencies for students, schools need to create an environment that both explicitly and implicitly teaches the knowledge, skills, and attitudes that lead to increased self-determination. This includes direct instruction of self-determination related competencies. It also includes promoting self-determination throughout the school environment by providing role models of self-determined behavior and opportunities to exercise and learn from the application of self-determination principles in the school setting.

To provide guidelines for educational programs for the development of a comprehensive schoolwide emphasis on promoting self-determination, quality indicators of self-determination in schools were developed. These indicators were developed through a systematic effort that included the following steps:

1. *Literature review.* A thorough review of the literature related to self-determination in schools and service delivery for persons with disabilities was conducted. In addition, literature related to teaching and learning strategies was conducted to inform how the acquisition of knowledge, skills, and beliefs could best be taught within educational settings.
2. *Interviews.* Interviews were conducted with students with and without disabilities (Field, Hoffman, Sawilowsky, & St. Peter, 1996b), adults with and without disabilities in a variety of occupations (Field, Hoffman, Sawilowsky, & St. Peter, 1996a), and teachers and administrators in K through 12 public education programs (Field, Hoffman, & Fullerton, 2001) to determine the factors that promote and/or inhibit the development and expression of self-determination.
3. *Development of draft indicators and expert review.* A set of draft quality indicators for self-determination was developed based on information obtained from the literature review and interviews. This information was submitted to a national panel of experts for their review and input. The national panel included persons with disabilities, family members of persons with disabilities, researchers, and educators. The indicators were also presented to special and general education teachers concerned with transition programming within the state of Michigan. Reactions to the draft indicators were also obtained from this group of practitioners.
4. *Preparation of final indicators.* The draft indicators were revised based on the input from the national panel and the special and general education teachers.

Quality Indicators

The quality indicators for promoting self-determination in educational settings developed through this process are provided later along with examples of practices connected to the indicators. It is important to note that the practices appropriate for addressing each indicator will vary among different school environments. The sample practices are provided for example only and should not be considered necessary for all schools or as a comprehensive list of practices.

An emphasis on promoting self-determination for all members of the school community (students, parents, faculty, administrators, and staff) is evident throughout the list of indicators. This emphasis on self-determination for all members of the school community promotes students' learning about self-determination through role modeling provided by others within the environment and by creating a collegial community for learning. According to Bandura (1986), modeling is one of the most effective instructional strategies. The models provided within students' environments, positive or negative, greatly affect students' development of self-determination skills. Therefore, it is important to promote self-determination for all members of the school community to ensure that students' role models demonstrate positive learning experiences about self-determination.

Quality Indicator 1: Knowledge, skills, and attitudes for self-determination are addressed in the curriculum, in family support programs, and in staff development.

Sample indicators:

- A framework is used to guide systematic infusion of self-determination components in the curriculum (e.g., Field & Hoffman, 1994; Ward & Kohler, 2001; Wehmeyer, 1996).
- A formal curriculum is used with students to specifically teach knowledge, skills, and beliefs for self-determination.
- Faculty and staff are provided with in-service opportunities to develop self-determination related skills, such as self-assessment of professional strengths and weaknesses, goal setting, and time management.
- Parent-to-parent support groups focused on parent advocacy are available for families.

It is important that self-determination skills be explicitly taught within instructional programs just as direct instruction is provided for academic skills such as math, reading, and writing (Field et al., 1998). Several curricular materials to meet this purpose were developed through the OSERS initiative previously mentioned. The Web page for the Self-Determination Synthesis Project at the University of North Carolina at Charlotte (www.uncc.edu/sdsp) contains a comprehensive listing of these materials. In addition, many teachers have designed their own instructional programs for self-determination skill development using guidelines provided in the self-determination literature (e.g., Field & Hoffman, 1994; Mithaug, Campeau, & Wolman, 1992; Wehmeyer, 1996).

Quality Indicator 2: Students, parents, and staff are involved participants in individualized educational decision making and planning.

Sample indicators:

- Students and parents are invited to attend IEP meetings and are encouraged to actively participate in those meetings.
- Students are provided with instruction to help them prepare for active participation in the IEP process.

As previously stated, the transition planning components of IDEA emphasize the importance of student self-determination in the IEP process when transition services are discussed. It is clearly the intent of IDEA to place the student at the center of the educational planning process. The legislation also affirms the importance of the team process to the development of IEPs. Therefore, it is critical to promote the meaningful and appropriate involvement of all members of the educational planning team if student self-determination is to be encouraged.

The IDEA requirements are supported by research on effective instruction. An emphasis on promoting meaningful involvement in educational planning by students, parents, and educators in a manner that is student-centered is likely to lead to positive educational outcomes as well as compliance with legislative mandates. Abundant research indicates that students who are involved in the development of educational goals are more successful in achieving those goals (e.g., Kohn, 1993; Perlmutter & Monty, 1977; Realon, Favell, & Lowerre, 1990; Schunk, as cited in Wehmeyer, 1992; Wang & Stiles, 1976). In addition, family systems research indicates that family support of students' goals will help students attain those goals.

Quality Indicator 3: Students, families, faculty, and staff are provided with opportunities for choice.

Sample indicators:

- Students participate in their course selection.
- Students can choose from several options of how to complete class assignments.
- Families are provided with options for conference times.
- Families have meaningful input in the educational decision-making process.
- Faculty and staff are encouraged to express preferences and negotiate regarding teaching assignments and other duties.
- Faculty participate in making decisions related to curriculum standards and selection of curriculum materials.

Members of the school community need opportunities to practice their self-determination knowledge, beliefs, and skills in order (a) for those competencies to be seen as meaningful and (b) to retain and refine competencies after initial acquisition. Experiential learning in real settings is highly important to effective learning (Bandura, 1986). Therefore, it is important to model and practice self-determination throughout the school environment to enhance development of students' knowledge, beliefs, and skills related to self-determination. This can only be done if opportunities for choice are provided.

Quality Indicator 4: Students, families, faculty, and staff are encouraged to take appropriate risks.

Sample indicators:

- Students are provided with an opportunity to explore coursework and career opportunities that are new to them.
- Families are encouraged to suggest and experiment with new strategies at home to support the accomplishment of educational objectives.
- Faculty and staff are encouraged and supported, through the staff development and the supervision/evaluation process, to try new teaching strategies.

Fundamental to expressing and practicing self-determination in real settings is encouragement for appropriate risk taking (Field & Hoffman, 1994). Initiating action to achieve one's goals involves varying degrees of risk. Therefore, the concept of dignity of risk is important to promoting self-determination. Self-advocacy and self-determination both grew out of Nirje's (1976) normalization principle and the resulting focus on dignity of risk. Self-advocacy and self-determination in Nirje's conceptual framework provided people with severe disabilities choice and control (at least partially) within the norms and patterns of the mainstream. Individuals within the school community need to be encouraged to take calculated risks. They need to celebrate and/or learn of the results from their actions. Instruction should be provided on how potential risks of intended actions can be minimized by strategies such as considering potential consequences to actions before acting and breaking large goals into small, doable steps with minimal risk (e.g., baby steps). Furthermore, safety nets need to be established so that individuals have the opportunity to recover from actions they later deem mistakes. As stated by

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Wehmeyer (1996). "Failure is only a learning experience if it is followed by success."

Quality Indicator 5: Supportive relationships are encouraged.

Sample indicators:

- Peer support programs, such as peer tutoring, peer mentoring, and peer counseling, are provided.
- Students have the opportunity to participate in team projects.
- Families are invited to participate in informal school activities through which positive relationships are formed.
- Team teaching is supported.
- Mentoring is provided for new teachers.

Several qualitative studies conducted with adults with and without disabilities in a wide variety of occupations and with students, both with and without disabilities, have found that developing supportive relationships with others is important to developing self-determination skills (Field, Hoffman, & Fullerton, 2001; Field, Hoffman, Sawilowksy, & St. Peter, 1996a, 1996b). For example, when secondary-age students were asked, "What is the greatest support to self-determination?" the most frequent response was "other people," and often the other person who was mentioned was a family member (Field, Hoffman, Sawilowsky, & St. Peter, 1996a). Conversely, when the same students were asked about the greatest barrier to self-determination, again the most frequent response was "other people," and often specific family members were identified.

Interviews conducted by Sarver (2000) found that adults with learning disabilities in postsecondary education settings placed a high value on the importance of relationships to supporting their self-determination. The importance of relationships was also underscored in the research of Ryan and Deci (2000). Ryan and Deci asserted that a sense of relatedness provides a secure foundation from which one can reach out to be self-determined.

The type of climate that exists within an educational institution has a strong impact on the types of relationships that are fostered and nurtured within that setting. Institutions that develop a culture in which positive relationships and communication patterns are promoted are taking an important step toward fostering self-determination.

Quality Indicator 6: Accommodations and supports for individual needs are provided.

Sample indicators:

- Accommodations necessary for students, family members, and staff members with disabilities (e.g., interpreters, modified texts, architectural features) are provided.
- Universal design principles are used in instructional and architectural design.

Effective supports are essential to maximizing one's a ity to be self-determined. If proper accommodations and s ports are not provided, individuals are handicapped by t environments in their ability to reach their goals. For ex ple, if a person uses a wheelchair for mobility and the res rant in which he or she desires to eat is on the second floo an inaccessible building, she or he will be blocked from rea ing his or her goal of eating at the restaurant. Reasonable commodations for persons with disabilities and the use universal design principles create an environment that creases the opportunities for individuals to assert their s determination.

Quality Indicator 7: Students, families, and staff have t opportunity to express themselves and be understood.

Sample indicators:

- All students are encouraged to participate in student government activities.
- Opportunities are provided for dialogue among students and staff during the school day.
- The expression of divergent opinions by students, families, and staff is encouraged by administrators.

A basic tenant of psychotherapy and counseling pract is that being listened to and understood is a highly empowe ing experience (Field & Hoffman, 1996). Placing an empha on listening in educational environments can create an env ronment in which students feel stronger, more respected, a more valued. It can also help students and other school com munity members develop valuable communication skills they learn to listen to others acutely.

Quality Indicator 8: Consequences for actions are pre dictable.

Sample indicators:

- Clearly delineated behavior management plans are available for each classroom.
- The schoolwide code of conduct for students is explicitly stated.
- The managerial and decision-making structure of the school is clearly understood by students, families, faculty, and staff.
- Students can state their goals for educational programs.

An immediate reaction to the concept of self-determination in school settings is often a concern that a self-determination focus will interfere with good classroom management strategies, resulting in chaos. To the contrary, good classroom

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management practices that allow students to predict the likely consequences for their actions increase the degree of control students experience in the class as well as the opportunity for self-determination. In an orderly classroom, students can make informed choices about their actions and engage in those actions that will bring about the consequences they desire.

Quality Indicator 9: Self-determination is modeled throughout the school environment.

Sample indicators:

- The principal assumes leadership responsibility for conditions in the school.
- Teachers assume leadership responsibility for conditions in their classrooms.
- All school community members (e.g., students, parents, faculty, staff) are actively involved in the school improvement process.

The importance of modeling self-determination was previously discussed in this article. As far as school policies and activities are considered, it is important that those responsible for governing the school consider the implications of those policies and activities in terms of how they will support or interfere with providing opportunities for and modeling self-determination in the school setting.

Using the Quality Indicators for Program Improvement

The quality indicators can be used by teams to assess their current self-determination implementation efforts. It is recommended that teams practice the steps of self-determination as they use the indicators to assess their current progress toward supporting student self-determination.

The first steps in this process according to the model of self-determination by Field and Hoffman (1994) are *know yourself* and *value yourself*. In the context of the program development process, knowing yourself involves assessing current strengths and weaknesses of the program related to self-determination. Valuing yourself focuses on believing in the importance of the school community members, the program, and the concept of self-determination enough to initiate and sustain the development of a new program emphasizing self-determination. To inventory present level of a school or program's performance relative to the self-determination quality indicators, team members should identify the ways they are and are not meeting the standard for each quality indicator. It may also be helpful for teams to rate the degree to which an indicator is being implemented on a scale of 1 to 10. If a numerical rating is used, it is a good idea for team members to assign ratings to each indicator individually first and then come together as a team to discuss their ratings and arrive at a team consensus rating. Alternatively, teams may choose to rate each item through group discussion.

After teams have developed greater self-awareness and belief in the importance of their role in supporting student self-determination, they need to *plan*, the next component of the self-determination model. Teams need to set goals and plan actions to meet those goals. The information from the self-determination self-assessment can be used to set goals for improving the opportunities provided by the program to help students develop the knowledge, beliefs, and skills they will need to become more self-determined. These goals may be at the personal, classroom, school, and district levels.

The next step in the self-determined program improvement process is to *act*. Considering the many conflicting demands experienced in the school community (e.g., high stakes testing, divergent community input, college entrance expectations, employer expectations), there is a tendency to become reactive rather than proactive. To develop a program that is focused on preparing students to be self-determined, it is essential to develop a proactive stance and to act on the goals developed. Developing and meeting regularly with a supportive team that holds members accountable for working toward their goals can help ensure that goals and plans are turned into action.

The final step in the self-determination process before the cycle begins again is *experience outcomes and learn*. At a specified point in time, teams need to assess their progress and celebrate their accomplishments. They also need to determine new goals for their program based on the experience and new knowledge they have developed. Program self-assessment should be conducted on at least an annual basis after the initial inventory to provide the opportunity for ongoing and continuous self-improvement. As a program grows and changes and staff changes occur, it is important to take new readings of current progress to ensure continuous program maintenance and growth.

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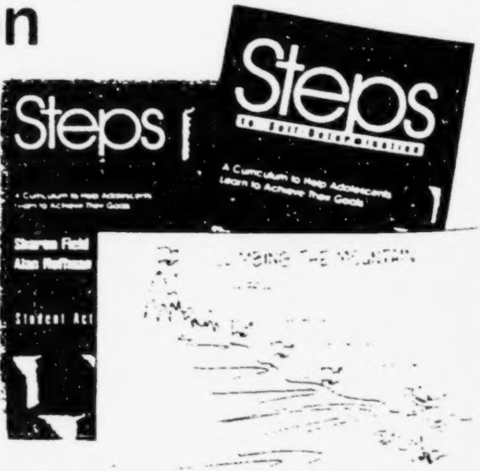
Steps to Self-Determination

A Curriculum to Help Adolescents Learn to Achieve Their Goals

Sharon Field and Alan Hoffman


Steps
Steps to Self-Determination
A Curriculum to Help Adolescents Learn to Achieve Their Goals
Sharon Field
Alan Hoffman
Student Act

Sample page from the Student Activity Book

Self-determination is a key component of successful transition programs. *Steps to Self-Determination* is a curriculum designed to help secondary students learn to define and achieve goals that are important to them. The curriculum addresses five key elements of self-determination: Know Yourself, Value Yourself, Plan, Act and Experience Outcomes, and Learn. Major areas included in the curriculum include identifying strengths, weaknesses, needs, and preferences; decision-making skills; rights and responsibilities; goal setting; anticipating consequences; creativity; communication skills; accessing resources and support; negotiation skills; and experiencing and learning from outcomes.

Actively setting and working toward goals is emphasized in the curriculum and is central to the activities students complete between class sessions. The curriculum was designed to be used with students with and without disabilities in a variety of scheduling arrangements. The 16-session curriculum can be scheduled as part of an existing course, as an extracurricular activity, or as a specially arranged group. The Instructor's Guide includes introductory materials, session outlines, detailed lesson plans, and transparency and handout masters. The Student Activity Book provides all of the student worksheets in an individually bound format. The Self-Determination Knowledge Scale (Hoffman, Field, & Sawilowsky), Forms A and B, provides a pretest and posttest for the curriculum.

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Lessons Learned From Implementing the *Steps to Self-Determination* Curriculum

SHARON FIELD AND ALAN HOFFMAN

ABSTRACT

This article describes a system of supports for implementing the *Steps to Self-Determination* curriculum and discusses findings from studies on the curriculum, all of which used a pre–post design with *Steps* as the intervention. Findings from outreach efforts to support implementation of *Steps* include teachers who are self-determined are better able to promote self-determination for their students, self-determination needs to be supported at all levels in the school organization, self-determination knowledge and skills can be infused successfully in a variety of subject areas, there are many ways to involve parents in self-determination instruction, support for positive relationships is central to self-determination, and achievement of valued goals is an important element of self-determination instruction. Practical strategies teachers have used to adapt or enhance the curriculum are presented.

THE *STEPS TO SELF-DETERMINATION* CURRICULUM was published in 1996 in response to the emerging emphasis on self-determination in special education. This emphasis on self-determination came about as persons with disabilities and their friends and families began to advocate for roles and expectations for individuals with disabilities that were more consistent with adult expectations, and as educators, advocates, and policymakers searched for strategies to improve postschool outcomes for students with disabilities.

Follow-up and follow-along studies in the early 1990s consistently found that youth with disabilities were less successful in key adult outcomes such as employment and income than their nondisabled peers (Chadsey-Rusch, Rusch, & O'Reilly, 1991). A number of authors suggested that a stronger focus on quality transition programming, including an emphasis on self-determination, would be a way to help create more positive postschool outcomes for youth with disabilities (e.g., Field, 1996; Halpern, 1994; Martin, Huber-Marshall, & Maxson, 1993; Ward & Halloran, 1993). These assertions were supported by increasing evidence that students who were involved in the planning, decision making, and implementation of their educational programs performed better than their peers who were not. Wehmeyer and Schwartz (1997) found that self-determined students with cognitive or learning disabilities were more likely to have achieved more positive adult outcomes, including being employed at a higher rate and having higher earnings, than peers who were not as self-determined. According to Wehmeyer (1992), research also indicated that students who participated in choosing school activities showed enhanced motivation to perform those tasks (e.g., Kohn, 1993; Perlmutter & Monty, 1977; Realon, Favell, & Lowerre, 1990; Schunk, 1985, as cited in Wehmeyer, 1992; Wang & Stiles, 1976).

During the 1990s, several pieces of legislation that emphasized self-determination during the transition from school to adulthood were enacted. The Individuals with Disabilities Education Act (IDEA) of 1990 emphasized self-determination in transition planning. IDEA requires that students' preferences and interests be taken into account when their transition services are being planned. IDEA also requires school districts to include students as participants in their transition planning meetings.

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This increased focus on student self-determination in the IDEA legislation was mirrored in the rehabilitation legislation. The Rehabilitation Act Amendments of 1992 include the same definition of transition services as identified in IDEA and affirms the right of individuals with disabilities to "enjoy self-determination." The Rehabilitation Act Amendments of 1992 state

> Disability is a natural part of the human experience and in no way diminishes the right of individuals to live independently; enjoy self-determination; make choices; contribute to society; pursue meaningful careers; and enjoy full inclusion and integration in the economic, political, social, cultural and educational mainstream of American society. (Section 2)

The Rehabilitation Act Amendments of 1992 also contain provisions which require that individuals with disabilities be invited to participate in the development of individualized written rehabilitation plans.

The Rehabilitation Act Amendments of 1998 strengthens the concept of empowerment for persons with disabilities and emphasizes the need for informed choice (Sitlington, Clark, & Kolstoe, 2000). If students are to be prepared for assuming self-determined roles, as defined by the rehabilitation legislation, they clearly need to be equipped with self-determination skills in secondary settings.

THE *STEPS TO SELF-DETERMINATION* CURRICULUM

As a result of the increased emphasis on self-determination, the *Steps to Self-Determination* curriculum (Field & Hoffman, 1996) has been used for 5 years in both high school and middle school settings and in general and special education settings. Through federally funded outreach projects, specialized support has been provided to assist teams in implementing the curriculum in the states of Illinois, Massachusetts, Michigan, Utah, and Washington. Support for implementation of the curriculum has also been provided in other states, through state and local initiatives.

The purpose of *Steps* is to help students develop the knowledge, beliefs, and skills that they need to become more self-determined. *Steps* is an 18-session curriculum based on a self-determination model that includes five major components: Know Yourself, Value Yourself, Plan, Act, and Experience Outcomes and Learn (Field & Hoffman, 1994). The first two components, Know Yourself and Value Yourself, describe the internal processes that provide the foundation for self-determination, and the latter three components describe specific skills that evolve from that foundation and comprise the action stage of the model. The action stage includes the achievement of skills associated with self-determination and
the evaluation and celebration processes that enhance
crystallize a sense of self-determination. Both the intern
focused foundation and the externally focused action stag
self-determination are necessary in order for a person to
self-determined. To have the knowledge and values with
the skills to implement them or to have the skills without
knowledge or values on which to build is like having a fo
dation without a house or a house without a foundation. Wi
out each other, both are incomplete and without real purp
or meaning.

The *Steps* curriculum is experientially based. Stude
establish and work toward goals as they learn se
determination knowledge and skills. The curriculum w
designed to be used in integrated (i.e., including students w
and without disabilities) or separate (e.g., resource roo
self-contained class) environments and in a variety of sch
uling arrangements. It can be included in existing courses
taught as a separate class or extracurricular activity. Teach
participate in the curriculum as co-learners with the stude
to provide role models and to create a collaborative cl
room climate. Parents or other significant persons in the
dents' lives are also involved, to support the students' effo

Ten cornerstones are central to the *Steps* curricul
(Hoffman & Field, 1995): establishing a co-learner role
teachers, emphasizing modeling as an instructional strat
using cooperative learning, promoting experiential learn
using integrated or inclusive environments, accessing supp
from family and friends, emphasizing the importance of
tening, incorporating interdisciplinary teaching, appro
ately using humor, and capitalizing on teachable moment

The curriculum was initially field tested in dive
socioeconomic and ethnic high school settings in the
Midwest (Hoffman & Field, 1995). The field test consiste
a treatment group that used the *Steps* curriculum and a
trol group that did not use the curriculum. A t test betw
the treatment and the control group indicated a signifi
increase ($p = .002$) in the correct responses on the S
Determination Knowledge Scale (SDKS; Hoffman, Fiel
Sawilowsky, 1996b), with an effect size of 1.02. This ef
size is considered to be a very large treatment effect (Co
1988). To put this in perspective, if a group's knowledg
self-determination skills were at the 50th percentile, the
riculum would be expected to improve that level to the
percentile.

Second, the effect of a pretest–posttest treatment
control group of the effectiveness of the curriculum, as m
sured by the *Self-Determination Observational Chec*
(SDOC; Hoffman, Field, & Sawilowsky, 1996a) sc
(using the SDOC pretest as the covariate) showed a sig
cant increase ($p = .000$) in student behaviors that are con
ered to be correlates of self-determination.

A subsequent study of the *Steps* curriculum condu
by Boyer (1997) with students with behavioral and lear
disabilities found a significant pre–post increase in inte
locus of control after participation in the *Steps* curriculu

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Bruno (2000) conducted a study of the effects of the *Steps* curriculum on depression indicators in sixth-grade students. The curriculum was delivered by a school counselor in a general education sixth-grade classroom. The *Children's Depression Inventory* (CDI, Kovacs, 1992) was used as a pre–post measure. Bruno found a statistically significant decrease ($p \leq .05$) in depressive features of children at risk for depression on the CDI after children participated in the *Steps* curriculum. In addition, he found that the number of children at risk for depression in the treatment group significantly decreased from pretest to posttest, and the number of children at risk for depression in the control group increased from pretest to posttest.

SUPPORT FOR IMPLEMENTATION OF *STEPS*

Implementing any new curriculum requires teachers to become familiar with new content, adapt their skills to new materials, and take initiative to create changes in their classrooms. If a support system is available to teachers as they are working to make changes, the changes can be made in a manner that is successful and enjoyable for the students and the teachers. The system of support developed for *Steps* implementation through outreach efforts includes workshops, technical assistance, and teacher-to-teacher mentoring and networking. Ongoing support and communication are provided via telephone, e-mail, and in-person visits. An initial workshop is provided to orient teachers and other team members (e.g., parents, administrators, students) to the curriculum.

The initial training workshop provides an overview of the self-determination model and an opportunity for participants to become familiar with the structure, scope, and sequence of the *Steps* curriculum. Participants also have the opportunity to become familiar with sample activities from the curriculum and to teach sample lessons. They learn about how other teachers have implemented the curriculum most successfully, and they engage in local action planning. After the initial workshop, ongoing support and applied problem solving are provided through follow-up workshops and conference calls, regularly scheduled and on-call technical assistance, e-mail, site visitation, teacher-to-teacher mentoring, and electronic networking. A Web page (www.coe.wayne.edu/Grants/STEPS) provides information about the curriculum and related topics, including links to other self-determination Web sites. This page also includes a forum where questions or ideas about curriculum implementation can be posted and responded to. One purpose of the Web page is to provide teacher-to-teacher mentoring and networking for teachers who do not have access to such support in their local area or who want additional support beyond the resources that are available in their local districts.

The support system was built on strategies that have a strong research base. First, there is a strong emphasis in the support system design on the use of modeling. Modeling is used in the training workshops, throughout the technical assistance process, and in the mentoring strategies. For example, in the training workshops, trainers model effective techniques for teaching sessions from the curriculum. During technical assistance, local consultants often team teach sessions with participating teachers. According to a classic paper by Bandura (1986), modeling has been clearly demonstrated as one of the most effective instructional techniques and as an effective means for acquiring skills and behaviors.

Bandura (1986) also established that applied learning is highly effective in promoting acquisition and retention of new knowledge as well as promoting skill development. The curriculum implementation support system design relies on active, experiential learning in cooperative learning teams by those implementing the model. Supported by active, ongoing technical assistance and follow-up workshops, implementation teams are actively engaged in identifying needs in their settings, developing and implementing plans to respond to those needs, and reflecting on implementation results to make adjustments and improve services to students.

Each *Steps* implementation team is composed of appropriate school staff members (e.g., special education teachers, general education teachers, administrators, related services staff members) who collaboratively learn about and implement the self-determination model. Student and parent representatives serve as consultants to the school staff members in their implementation planning efforts. Cooperative learning strategies, as described by Johnson, Johnson, Holubec, and Roy (1984), are used throughout the support system design.

A final research cornerstone used in the support system design is providing continuous, ongoing support to implementation teams. After the initial training workshop, teams are given ongoing, regular technical assistance by local coordinators, and they can attend follow-up workshops. They have available to them additional resources, such as toll-free conference calls with the curriculum authors and a Web page that has a shared problem-solving and idea component. In addition, they become part of a network of teachers who are using the curriculum; this network serves as a source of ongoing mentoring and support.

FINDINGS FROM CURRICULUM OUTREACH EFFORTS

Teachers who participated in the *Steps* outreach efforts provided detailed feedback on their curriculum implementation efforts through workshop and conference call participation and by submitting curriculum logs. In the curriculum logs, they documented their experiences with the *Steps* curriculum and any modifications or enhancements they made to the materials. Review of teacher comments led to the following conclusions about successful implementation of self-determination instruction.

Teachers Who Are Self-Determined Are Better Able to Promote Self-Determination

Just as the knowledge and skills of self-determination are important in order for students to set realistic and meaningful goals, the ability to be self-determined is also fundamental to the ability of teachers to set appropriate goals and implement positive changes in their classrooms. Teachers who are self-determined adapt and enhance curriculum to use it in a way that best meets the needs of students in their classes. Over the past 5 years we have collected from teachers hundreds of examples of ways in which they have used their own self-determination to enhance the implementation of self-determination instructional efforts (Field & Hoffman, 2000a). The majority of ideas provided as examples in this article were developed by self-determined, creative teachers who were using their self-determination to best meet the needs of their students.

Being self-determined enhances a teacher's ability to creatively implement a new curriculum to meet the unique needs of students in their classrooms. Teachers are most effective in implementing this curriculum if they are knowledgeable and skilled in the five components of the self-determination model. For example, to make a new curriculum meet the specific needs of their students, it is important that teachers abide by the following self-determination steps:

1. Know themselves and their students. They need to understand the strengths, weaknesses, needs, and preferences of their students and have a solid grasp of their own strengths and weaknesses as teachers.
2. Value themselves. They need to believe in their assessment of their skills and their situation, and they need to be able to move forward with their curriculum implementation plans with confidence.
3. Put their knowledge and beliefs about the needs of their students and what they as teachers can offer to their students into a plan. They need to undertake the necessary preparation that will help to ensure success for their curriculum implementation.
4. Put their plan into action.
5. Evaluate their implementation efforts, modify their plans for the future, if needed, and celebrate their successes.

Table 1 provides examples that illustrate how the self-determination of teachers has contributed to *Steps* curriculum implementation.

For the curriculum to be most effective, self-determination needs to be supported at all levels in the organization. All school staff members play an important role in promoting self-determination within the school. Self-determination is a real-life issue that affects every person. Furthermore, as stated previously, positive relationships are key to achieving high levels of self-determination. Therefore, the resources of all school staff members can be useful to help students increase their self-determination.

Teachers are obviously central to the implementation of a self-determination curriculum intended for classroom use. The *Steps* curriculum strongly encourages teachers to assume a co-learner role as they implement the curriculum. It is suggested that teachers complete each of the activities with the students, to establish and work toward their own goals as part of the curriculum. Teachers have reported that the co-learner role has helped them achieve some personal goals that were important to them (e.g., planting a garden, keeping a journal, losing weight) and that their students have responded very favorably to the process. Teachers have reported that their co-learner role created heightened student interest in the class and provided valuable role modeling. One teacher, who found that she had set her goal too high and could not reach it, reported that her experience turned out to be an extremely valuable learning experience for the students. Her students learned from her modeling that sometimes they might need to revise a goal if it is not realistic.

Teachers have also played an important role in the curriculum as mentors. In one high school, several of the ninth-grade freshman students invited teachers from their former middle school to be their mentors as they completed the *Steps* curriculum. As a result of the students' invitations, the principal of the middle school decided that it would be valuable if the teachers could serve as mentors, and he gave them release time to do so. The middle school teachers played valuable roles as mentors. They also learned about self-determination instruction and began implementing self-determination strategies in the middle school. The result was that participating high school students benefited from the important mentorship relationship with the teachers, and a coordinated curriculum effort was developed between the high school and the middle school.

Administrators have also played important roles in the implementation of self-determination curricula. Administrators can play a key role in supporting the development of any new curriculum intervention in a school. They can provide encouragement and recognition for staff members who are engaged in the effort to implement a new curriculum as well as provide resources for release time and materials. They can use their managerial and organizational skills to help organize curriculum implementation efforts and coordinate content across subject areas.

Administrators have contributed to implementation of the *Steps* curriculum by serving as mentors for students and by helping to team teach selected sessions. Several administrators have found that participating in self-determination instruction as a mentor or co-facilitator has provided them

TABLE 1. Teacher Self-Determination in Curriculum Implementation

Self-determination component	Implementation example
Ms. B., Special education resource room teacher	
Know yourself	Ms. B. knew her strengths as a teacher. One of those strengths included significant skills in designing and implementing outdoor adventure challenge activities.
Value yourself	Ms. B. believed in her ability to create effective lessons using outdoor adventure challenge principles. She also recognized the value that outdoor adventure challenge activities held for her and believed they may be valued by her students as well.
Plan	Ms. B. planned an experiential activity based on outdoor adventure challenge strategies to augment a specific session in the *Steps to Self-Determination* curriculum. The activity she designed asked students to work in teams to devise a way to cross an imaginary river, using small pieces of paper as stepping stones. The activity reinforced the curriculum's lessons on creativity, taking small steps, and team work.
Act	Ms. B. implemented the lesson and observed responses of the students.
Experience outcomes and learn	Ms. B. was pleased with the student evaluations and made only small alterations to the activity. The activity helped to reinforce the importance of teamwork taught in Session 10 as well as the importance of breaking large goals into small steps in Session 6. She was proud of her accomplishments through this activity.
Ms. C., Alternative education teacher	
Know yourself	It was a difficult school year for Ms. C. There was a great deal of change occurring in her district, and multiple demands were made on her time. She wanted to implement the new self-determination curriculum, but she also knew that her time and energy for a new curriculum focus was limited.
Value yourself	Ms. C. knew that she was an effective teacher and trusted her assessment that infusing self-determination would be positive. She knew part of her effectiveness was due to her positive attitude. To keep her energy high, she needed to take care of her own needs.
Plan	Ms. C. developed a plan to implement the curriculum that also took into account the amount of time she had available during the semester. She adapted some of the sessions to fit within her time constraints. For example, rather than finding a guest speaker to address the class for Session 11, she asked the students to interview someone about self-determination in their lives.
Act	Ms. C. implemented the curriculum with the revisions and adaptations she developed. She also continued her regular exercise schedule and got the rest she knew she needed.
Experience outcomes and learn	When Ms. C. reviewed her implementation of the curriculum, she was pleased with how the students responded to the adapted activities. However, she decided that if things settled down in the district the next year and she had fewer required meetings, she would like to try implementing some of the curriculum activities she had adapted in the way they were recommended in the instructor's guide.
Mr. M., Language arts teacher	
Know yourself	Mr. M. reviewed the *Steps to Self-Determination* curriculum and decided that he would like to use it in conjunction with his creative writing class. He thought there was a significant amount of overlap between the concepts taught in the curriculum and the objectives for the creative writing class. In addition, he believed the process of creative writing would fit well with self-determination.

(table continues)

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(Table 1 continued)

Self-determination component	Implementation example
Value yourself	Mr. M. believed in his ability as a teacher to assess his students' needs and to develop and implement a curriculum that would be beneficial. He knew he had the right and the responsibility to creatively design instruction that would meet his students' needs.
Plan	Mr. M. infused the sessions from the *Steps to Self-Determination* curriculum into his creative writing class. He also supplemented the curriculum with several creative writing activities. In addition to the curriculum activities, he had students write stories about their own daydreams and write fictional stories about the dreams of imaginary characters. He began several class sessions with story starters related to self-determination to stimulate student writing.
Act	Mr. M. implemented the curriculum sessions and the creative writing adaptations he had designed. He took a risk by trying several new activities he had not used before.
Experience outcomes and learn	Mr. M. asked students to evaluate the class and provide feedback. He found that the focus on self-determination helped to make the creative writing experience personal and meaningful for the students. The creative writing exercises also enhanced the self-determination activities by adding a greater focus on creativity, imagination, and communication skills. He decided he wanted to continue an emphasis on self-determination in creative writing.

with a time-effective way to be involved with students on a positive, proactive basis. In these cases, students benefited from having an additional resource person in their classroom and from the opportunity to become more familiar with the school administrators.

Related services staff members, such as counselors, psychologists, and social workers, have also played important roles in self-determination curriculum implementation. When the *Steps* curriculum was initially field tested, it was implemented by multidisciplinary teams, each consisting of a special education teacher, a general education teacher, and a related services staff member. Field test results indicated that the multidisciplinary teams were highly effective and that each of the team members brought different skills to the curriculum implementation. For example, the general education teacher was very skilled in large-group presentations, the special education teachers were especially attentive to meeting individual needs, and the related services staff members were particularly skilled in small-group work. With more widespread implementation of the curriculum, the implementation teams have been more varied. General education or special education teachers have implemented the curriculum on their own or as a team effort, and support services staff members have assisted them for either the entire curriculum or selected sessions. Teachers consistently reported that related services staff members' involvement had a positive impact on curriculum implementation. In addition, related services staff members reported that being directly involved in classroom instruction was rewarding and a good use of their time.

Other staff members within the school, including paraprofessionals, secretaries, and maintenance staff members, have also made valuable contributions to self-determination curriculum implementation. Individuals in these positions have often served as mentors to students or helped by serving as guest speakers or co-facilitators for sessions. One teacher reported that the school secretary was thrilled when a student asked her to be a mentor in the curriculum. The experience enhanced the degree to which the secretary felt like part of the school community, and the mentor relationship that was established continued to be an important relationship for the student, long after the curriculum had been completed.

Self-Determination Knowledge and Skills Can Be Included in Many Subject Areas

Self-determination instruction has been included in courses on a variety of subject matters, in both special and general education. It has been used in special education self-contained and resource room classes, general education language arts, career English, creative writing, social studies, math, ninth-grade orientation, study skills, ninth-grade academies, advisory rooms, and alternative education. Because self-determination skills are important for all students and across many content areas, self-determination instruction can be included in a variety of subjects or programmatic settings.

Self-determination instruction is typically most successful when teachers select for implementation a class where there is significant overlap between the class content and the skills stressed in the self-determination curriculum. For example, in the Clover Park School District (Tacoma, WA), staff members did a curriculum-mapping activity to determine the best class in which to use the *Steps* curriculum.

When they reviewed the district-approved scope and sequence for language arts and compared it to the *Steps* curriculum objectives, they found significant similarities in the targeted skills. For example, the skills active listening and assertive communication were addressed in the language arts scope and sequence and in the *Steps* curriculum. The staff members found many additional overlaps and selected language arts as the most appropriate implementation setting.

There Are Many Ways to Involve Parents in the Curriculum

Family involvement is important to the development and expression of self-determination. First, self-determination skills are strongly influenced by the role models available to the individual. Role models who are in the family have the potential to provide a strong influence for the development of self-determination skills. Second, family systems literature (e.g., Goldenberg & Goldenberg, 2000; Minuchin, 1974; Minuchin & Fishman, 1981) postulates that roles and behaviors of family members are highly interrelated. Therefore, the form of and opportunities for the expression of self-determination and the type of reinforcement provided for self-determination are affected by each family's dynamics.

The *Steps* curriculum calls for active involvement by parents or other important adults in the students' lives. The curriculum commences with an orientation session in which students become acquainted with the concept of self-determination, think about the types of support that would be helpful to them as they work to become self-determined, and identify an individual (a parent or another important adult in their lives) to participate in a self-determination workshop with them. Then, they write a letter of invitation to their mentor. The next activity in the curriculum is a 6-hour workshop for students and mentors (typically held on a Saturday, during two evening sessions, or during a school day when students are released from other classes). During the workshop, participants are engaged in many activities that are focused on the first two components of the self-determination model: Know Yourself and Value Yourself. In one activity, the parents and mentors have an opportunity to think about how their relationship with their sons, daughters, or friends is likely to change as the students become more self-determined and to examine their feelings about those changes. The students participate in an activity that helps them think about the kinds of support they will need as they work to become self-determined and how they might access that support. Although the curriculum does not call for the parents or mentors to continue their involvement in the curriculum as direct participants, they do continue to be involved through homework activities.

With widespread implementation, several schools have chosen to complete the workshop activities as six separate classroom activities rather than as a workshop. In this case, the students are paired with other students as peer mentor rather than with parents or other adults. When the curriculum has been implemented without the workshop activity tha provides for parent involvement, teachers have often foun other creative ways to involve parents. Some classrooms hav created self-determination newsletters to send home to parents. Others have invited parents for an evening session to dessert and selected self-determination activities. Some teachers have sent home worksheets that parents could complet about their sons/daughters and send in, using a self-addresse stamped envelope. When the worksheet is returned, it can be used as part of an activity that students complete in the classroom. For example, one of the self-awareness activities typ cally conducted as part of the 6-hour workshop is titled How I See Myself/How I See You. As part of this activity, the student identifies two strengths and one weakness in each of tw areas. The parent or mentor identifies two strengths (and n weaknesses) for the student in each of the areas. One teache who chose to do the workshop activities as six class sessior rather than as a workshop sent the How I See You workshe home and asked parents to return it. She then used parent responses with the students to complete the activity in th classroom.

Another lesson calls for the teacher to invite a perso with a disability to the class to talk about self-determinatio in his or her life. Some teachers have supplemented this activ ity by inviting parents to be guest speakers or asking studen to interview parents about self-determination.

Support for Positive Relationships Is Central to Self-Determination

Ryan and Deci (2000) stated that contexts that support rela edness (as well as competence and autonomy) foster great internal motivation than the contexts that thwart the satisfac tion of these needs. Fostering positive relationships is a ke component of self-determination instruction. Interviews wi persons with and without disabilities have emphasized th importance of relationships as both the most important su port for and the most significant barrier to self-determinatio (Field, Hoffman, St. Peter, & Sawilowsky, 1992). The *Ste* curriculum addresses positive relationships by involvin mentors, providing instruction in accessing resources an support from others, and emphasizing the development o skills for win–win negotiations.

Teachers implementing the *Steps* curriculum have rec ognized the importance of positive interdependent relatio ships to self-determination and have often augmented th curriculum with additional activities geared toward buildin positive relationships. For example, some sample teache generated activities include the following:

- For promoting self-awareness, have each student tape a piece of construction paper on his or her back. Give students washable markers. Have students write positive traits of each individual on each other's backs.

- For goal setting, set a group goal as well as individual goals. The group goal will provide a model for the individual goals and it will help develop collaboration among the group.
- For celebrating accomplishments, plan an activity that is fun and will help build a sense of community among students. One teacher in Louisiana hosted a crawfish boil at her home, for her class to celebrate the achievement of students' goals.

Achievement of Valued Goals Is an Important Element of Self-Determination Instruction

Setting and achieving goals is a key tenet of self-determination instruction. Hoffman and Field (1995) stated, "Because the *goal* of the curriculum is to have each student reach her or his goal, in essence, acting self-determined helps the student become self-determined" (p. 140). Teachers have also consistently reported that students' active work toward reaching self-identified short-term goals is a critical component of the *Steps* curriculum. Examples of typical goals students established for the curriculum include obtaining specific grades in classes, obtaining jobs, getting driver's licenses, and moving to their own apartments.

One study (Houchins, 1998) conducted on the *Steps* curriculum failed to find a significant pre–post difference on the SDKS. The study was conducted over a 4-week period, in a residential correctional facility for youth who had been adjudicated. It is believed that one factor which may have contributed to the inability to find a significant pre–post difference on the SDKS is that students did not have adequate time to achieve their goals during the 4-week implementation period. Other potential reasons for the inability to find significance include the fact that participants were not able to select their mentors in this setting and instead needed to be assigned by the teaching staff and the self-determination needs of youth who have been adjudicated may be different from those of students in general or special education.

CONCLUSIONS

Research on learning and adult outcomes indicated that self-determination is an important area to be addressed in school settings. Additional research has found that use of the *Steps* curriculum resulted in an increase in knowledge and behaviors associated with self-determination, an increase in locus of control, and a decrease in features associated with depression.

Because of competing demands for instructional : and bureaucratic structures, implementing a new curricu focus in a classroom or a school system can be difficult process of change can be both enjoyable and successful w proper supports and resources are provided. One of the n important resources for teachers when implementing a r curriculum is collegial support. This support can be obtai by forming teams within a school or district or by network with teachers in other settings who are engaged in sim efforts. Some Web-based resources are also available to s port teacher networking regarding self-determination im mentation efforts (e.g., www.uncc.edu/sdsp, www.coe.way edu/grants/steps; www.ohsu.edu/selfdetermination).

Self-determined, innovative teachers have embraced process of change and implemented a self-determinat focus in ways that meet specific needs of students in tl classrooms through implementation of the *Steps* curricul This points to the need to develop and implement additio resources to support the self-determination of teach Efforts are currently under way to develop a model of s determination for teachers that can be used to develop s teacher supports (Field & Hoffman, 2000b). This model self-determination for educators will be accompanied b series of instructional modules for teachers and administ tors that can be used in both preservice and inservice settin Teacher self-determination is a key area to be addressed future research and development, to improve availability self-determination instruction and support for students.

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The Importance of Family Involvement for Promoting Self-Determination in Adolescents with Autism and Other Developmental Disabilities

Sharon Field and Alan Hoffman

Self-determination has recently become an important concept in special education and disability services. The concept of self-determination is defined and component skills delineated. Some of the component skills of self-determination may pose particular challenges to people with autism and other developmental disabilities due to the difficulties in communication skills and social relationships experienced by many people in this population. Family involvement is an important variable affecting the development and expression of self-determination in people with autism and other developmental disabilities. Strategies to promote and support parental involvement in self-determination instruction are discussed.

Self-determination has recently become an important issue in service provision and educational programming for individuals with disabilities, including people with autism and other developmental disabilities. Many definitions of self-determination have been offered in the literature (e.g., Field & Hoffman, 1994; Martin & Marshall, 1995; Mithaug, Campeau, & Wolman, 1992; Ward, 1998; Wehmeyer, 1996). Field, Martin, Miller, Ward, and Wehmeyer (1998) provided a summary of several of these definitions:

> Self-determination is a combination of skills, knowledge and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior. An understanding of one's strengths and limitations together with a belief in oneself as capable and effective are essential to self-determination. When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in our society. (p. 2)

The increased concern regarding the importance of self-determination for people with disabilities resulted from several factors (Field et al., 1998). First, the independent living, normalization, and self-advocacy movements in the United States resulted in increased visibility of people with disabilities and greater acceptance of disability in our culture. This changing view of disability, which is visible in the movement away from medical models and toward more ecological perspectives of disability, provides the foundation for increased acceptance of the right to self-determination by people with disabilities. Second, this changing perspective of disability spawned legislation that promotes the civil rights of people with disabilities (e.g., the Americans with Disabilities Act [ADA] of 1990, the Individuals with Disabilities Education Act [IDEA] of 1990). This legislation protecting the civil rights of people with disabilities addresses and affirms the right to self-determination for people with disabilities. Finally, there is substantial research both in the psychological and the special education literature supporting the relationship between self-determination and successful educational and adult outcomes (e.g., Houchins, 1998; Perlmutter & Monty, 1977; Realon, Favell, & Lowerre, 1990; Schunk, as cited by Wehmeyer, 1992; Wang & Stiles, 1976; Wehmeyer & Schwartz, 1997).

Family involvement is important to the development and the expression of self-determination. First, self-determination skills are strongly influenced by the type of role models available to the individual. Role models provided within the family can provide a strong influence for the development of self-determination skills. Second, family systems literature postulates that the roles and behaviors of family members are highly interrelated. Therefore, the form of and opportunities for the expression of self-determination, as well as the type of reinforcement pro-

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vided for acts of self-determination, will be strongly affected by each family's dynamics.

Self-Determination and People with Developmental Disabilities

The majority of the self-determination literature in the special education field is noncategorical. That is, most self-determination research and model development has been conducted with students who represent diverse disability classifications. However, students with autism and other developmental disabilities face many unique barriers to becoming self-determined. To assess these barriers, it is important to first examine the variables that promote self-determination. A model of component knowledge, skills, and beliefs that promote self-determination is provided in Figure 1. As described in this model, self-determination is promoted, or discouraged, by factors within the individual's control (i.e., values, knowledge, and skills) and variables that are environmental in nature (e.g., opportunities for choice making, attitudes of others).

The model addresses both internal, affective factors and skill components that promote self-determination. The Self-Determination model has five major components: Know Yourself, Value Yourself, Plan, Act, and Experience Outcomes and Learn. The first two components, Know Yourself and Value Yourself, describe internal processes that provide a foundation for acting in a self-determined manner. The next two components, Plan and Act, identify skills needed to act on this foundation. A person must have both internal awareness, as well as the strength and ability, to act on this internal foundation to be self-determined. To have either the foundation of self-awareness and self-esteem but not the skills, or the skills but not the inner knowledge and belief in self, is insufficient to fully experience self-determination. To be self-determined, a person must know and value what he or she wants and possess the necessary skills to seek what is desired. The final component in the Self-Determination model is Experience Outcomes and Learn. This component includes both celebrating successes and evaluating one's efforts to become self-determined to enable the enhancement of the skills and knowledge that contribute to self-determination.

Specific environmental variables affecting self-determination are currently being defined by Field and Hoffman and will be further delineated as a result of continuing research. Environmental variables in the school setting affecting self-determination have been identified on a preliminary basis as (a) the availability of role models, (b) curriculum variables, (c) opportunities for choice, (d) types of responses to student behavior, and (e) availability of student supports.

Many of the skills linked to self-determination are those that present challenges for students with autism and other developmental disabilities. For example, as depicted in the Self-Determination model provided in Figure 1, communication skills are important to promoting self-determination. Such skills are important in communicating wants and needs and building relationships that allow a person to access resources and support. Communication and relationship skills, in particular, often present difficult challenges to people with autism and other developmental disabilities. However, the fact that these areas are challenges does not diminish the right or value of self-determination for these people, but affects the types of strategies chosen to promote self-determination for people who face these challenges.

Parents of children with autism and other developmental disabilities play an extremely important role in providing opportunities and support for self-determination. Therefore, in turn, these family members need support if they are to effectively support their sons and daughters to be more self-determined.

The Role of Parents in Supporting Self-Determination

As stated previously, family members, especially parents, play an important role in the development and expression self-determination by their sons a daughters. This role includes (a) the wa parents help students to develop t component knowledge, skills, and belie for self-determination, and (b) the wa in which interactions between paren and their children provide opportuniti and reinforcement for acting in a se determined manner. Although the su portive, facilitative parental role in se determination is important for all peopl these issues may be more difficult and pe sistent for families of children with autis and other developmental disabilities.

Parents as Models for Self-Determination Beliefs, Knowledge, and Skills

Research has consistently found th modeling is one of the most effecti strategies for skill acquisition (Bandur 1986). Parents play an important role skill acquisition—including the develo ment of beliefs, knowledge, and ski about self-determination—by what the model for their sons and daughters. F individuals with autism and other deve opmental disabilities, parents will like develop some unique skills related to se determination that were learned wh parenting their child with a disability.

First, parents of children with disabi ties have frequently acted as advocates f their children in the school system. The have often developed communicatio and negotiation skills, as well as perse verance, to navigate through the educa tional and human services system. In ad dition, many parents have successfull tapped and expanded their creativity t develop new and effective strategies t overcome the barriers their children en counter. The concrete advocacy skill that are modeled for children with autis and other developmental disabilities b their parents can effectively help them i the acquisition of these skills.

On a deeper level, parents of sons an daughters with autism and other devel opmental disabilities have had the expe rience of parenting a child with a disabil ity. This experience is often viewed a

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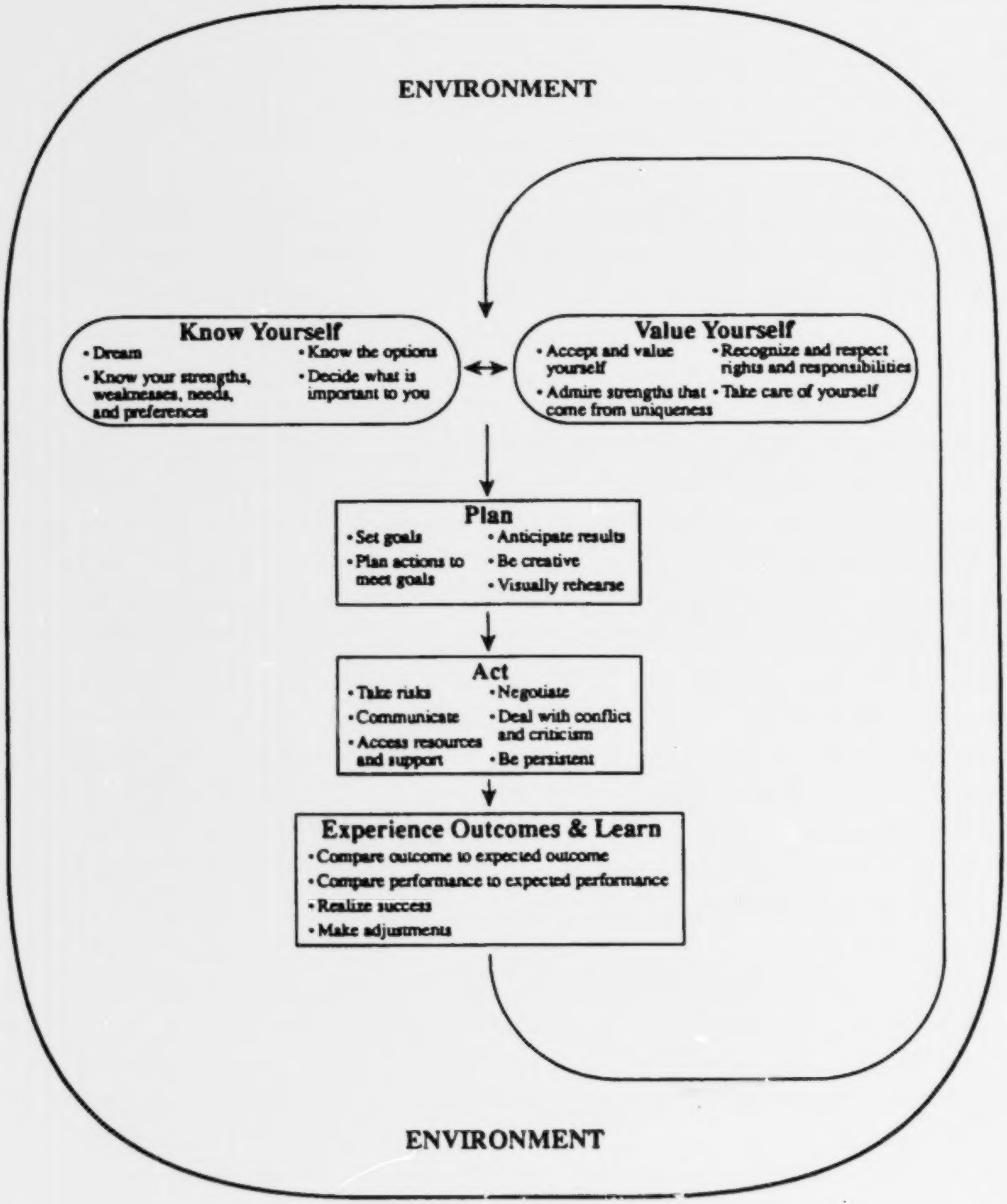
ENVIRONMENT
Know Yourself
• Dream
• Know your strengths, weaknesses, needs, and preferences
• Know the options
• Decide what is important to you
Value Yourself
• Accept and value yourself
• Admire strengths that come from uniqueness
• Recognize and respect rights and responsibilities
• Take care of yourself
Plan
• Set goals
• Plan actions to meet goals
• Anticipate results
• Be creative
• Visually rehearse
Act
• Take risks
• Communicate
• Access resources and support
• Negotiate
• Deal with conflict and criticism
• Be persistent
Experience Outcomes & Learn
• Compare outcome to expected outcome
• Compare performance to expected performance
• Realize success
• Make adjustments
ENVIRONMENT

FIGURE 1. Model for self-determination. (From "Development of a Model for Self-Determination," by S. Field and A. Hoffman, 1995, *Career Development for Exceptional Individuals, 17,* 159–169, Figure 1. Copyright © 1994 by CDEI. Reprinted with permission.)

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an adverse circumstance. The adaptation strategies that parents developed and the growth that parents experienced in response to their circumstances can influence, again through modeling, the coping techniques and adaptability developed by their sons and daughters. According to Sandler and Mistretta (1998), there is a trend in the literature toward looking at characteristics of families that are coping successfully with the caregiving demands of a family member with a disability. Antonovsky (1993) referred to this orientation as a salutogenic rather than a pathogenic orientation, the latter of which had previously permeated the family and disability literature. This orientation demonstrates an effort to more accurately portray family dynamics and learn from these successful families to serve those who are having difficulty (Sandler & Mistretta, 1998).

Accurately assessing one's strengths and weaknesses and finding the strengths that result from one's weaknesses or achieving positive growth from adversity is central to self-determination (Field & Hoffman, 1994). Parents of students with autism and other developmental disabilities often report positive personal growth through the adaptations they needed to make in parenting a son or a daughter with a disability. In a survey of parents of adults with mental retardation, Sandler and Mistretta (1998) found that 94% of the respondents reported personal growth in conjunction with their parental role. Parents in this study reported increased compassion, sympathy for others, flexibility, tolerance, and decreased selfishness. Seltzer and Krauss (1989) also reported positive adaptation in aging parents of adults with disabilities. They characterized many of the mothers they studied as "resilient, optimistic, and able to function well in multiple roles" (Seltzer & Krauss, 1989, p. 309). The coping skills demonstrated by parents of children with disabilities in these studies are highly important to self-determination. Parents who have developed these skills and attitudes can serve as important role models for their children as they demonstrate positive adaptation to life's challenges.

Parent–Child Interactions That Promote Self-Determination

The home environment—and the opportunities that are provided therein for exploration, choice, risk, and control—play an important role in the development of self-determination skills. Examples of specific family interactions that promote self-determination include providing opportunities for family members to make choices, express opinions, explore potential options, take appropriate risks, and learn from their consequences; allowing for private time to develop autonomy; giving honest positive feedback; providing opportunities to develop social skills, such as assertive communication, negotiation, and conflict resolution; and helping to build self-awareness and self-esteem through empathic listening.

Turnbull and Turnbull (1996) identified four aspects of families that affect the development of self-determination: (a) *family characteristics* such as cultural values, beliefs and expectations, and coping styles; (b) *family interactions* such as role expectations, relationships, cohesion, and adaptability; (c) *family functions*, including economic, daily care, recreation, socialization, affective, educational/vocational, and self-definition needs; and (d) *family lifespan issues*, including developmental stages of family interactions and functions over time, transitions or changes in family characteristics, composition, cohesion, and function.

The way in which family interactions vary over time is also important to the development of self-determination skills. Adolescence is a particularly important time for further development and expression of beliefs, knowledge, and skills associated with self-determination (Field, Hoffman, & Posch, 1997). Adolescence is characterized by a progressive movement toward increased self-awareness and personal independence. It is also a period where the formation of identity "reflects developmental resolutions to all preceding stages and serves as a base for personality developments that lie ahead" (Kroger, 1989, p. 15). It is a period marked by heightened concern related to self-awareness and self-esteem, risk and impulse control, concern for independence and vocational issues, and a shift in parent–child relationships (Field et al., 1997). Clearly, the developmental tasks of adolescence are closely linked to enhanced development of self-determination, as identified by the component beliefs, knowledge, and skills outlined in Figure 1.

The ability of families to adapt to family members' needs across the lifespan of changing developmental stages is a key factor affecting how those family members support and nurture self-determination in adolescence and later developmental stages. According to Floyd, Costigan, and Phillippe (1997), effective parenting requires responsiveness to the changing needs and abilities of children as they grow older. They summarized the research with families without children with disabilities and found that parents reported placing increasing emphasis on fostering independent initiative as their children move into late childhood and adolescence. Although questioning the shift from responding to the child's dependency to fostering independent initiative may be delayed for parents of children with disabilities, Floyd et al. (1997) found that parents of children with mental retardation also increased their parental support for independence as the children grew older.

Schroeder, LeBlanc, and Mayo (1996) identified a need to plan transitions for people with autism farther in advance than what is typically done due to the increased difficulty that people with autism generally experience with change. They identified common characteristics of excellent programs for people with autism as follows:

> (a) they directly provide educational or treatment services to their clientele or work closely with those who do; (b) they provide programs for all developmental stages; (c) most of their professional staff members have been taught the same procedures and orientation consistently; (d) they all involve families in decision making and in parent education; (e) they are all developing ways to reduce restrictions placed on persons with autism and to enhance their inclusion

> into school and community life (Schroeder et al., 1996, p. 254)

A focus on self-determination, family involvement and support, and attention to the varying needs of people with autism across various life stages is evident in this listing of characteristics. There is clearly a need to support families of people with autism and other developmental disabilities to make appropriate adaptations to support self-determination at various stages across the lifespan. This is linked to the need for further research on parent–child interaction over time and research that would define the critical features of effective intervention programs for people with autism at different ages (McIlvane, 1996). This includes further research on the family variables that are related to successful outcomes at various child/adult ages for people with autism.

Sample Activities to Promote Family Involvement in Self-Determination

Several instructional interventions have been developed to promote the acquisition of beliefs, knowledge, and skills associated with self-determination in people with disabilities. Many of these materials were developed as part of a federal initiative conducted by the U.S. Department of Education, Office of Special Education and Rehabilitative Services, to develop and disseminate self-determination model demonstration projects. One of these self-determination interventions, and the ways in which parental involvement and support were addressed, is briefly described here. (For a review of several self-determination instructional packages, see Field et al., 1998.)

Steps to Self-Determination (Field & Hoffman, 1996a) is a 17-session curriculum that provides instruction related to each of the elements in the Self-Determination model provided in Figure 1. It was designed to be used in inclusive environments in secondary programs, using a variety of scheduling arrangements (e.g., infused into an existing class, as an extracurricular activity, as part of a weekly group). The curriculum includes a 55-minute orientation session, a 6-hour workshop session, and sixteen 55-minute sessions, each of which focuses on one component of the Self-Determination model. Students are involved in identifying and then working toward their goals as part of the curriculum.

Students' parents, or other significant adults in their lives, participate with them in the workshop session and weekly homework assignments. During the orientation session, the concept of self-determination is explained to students and, through a group activity, the students identify characteristics of people who can support them in their efforts to be more self-determined. They then decide who they will invite to be their parent/friend to support them as they work to become more self-determined. Students are encouraged to invite their parents to participate with them; however, sometimes another person who can better fill the mentorship role at the time is chosen.

Parents and support persons attend the initial workshop session with students and complete a variety of activities with the students and with each other. For example, during an activity that works toward increased self-awareness, students complete a worksheet titled "How I See Myself" and parents respond to complementary questions on the "How I See You" worksheet. Students identify two strengths and one weakness in each of five different areas, whereas parents or support persons identify two of the students' strengths in each of the same areas. The students and their parent/friend then compare and discuss their responses. During another workshop activity, adolescents and adults work together in small groups of about 6 to 8 participants each. However, parents do not work in the same group as their son or daughter. In these small groups, parents discuss four different case studies or scenarios where an adolescent wants to achieve a goal but is faced with barriers. Participants then identify the rights and responsibilities of each person in the vignette. For another activity, all students work in one group, while parents or support persons work in another group. The students discuss the types of support they anticipate they will need as they work to become more self-determined and how they might be able to access that support. The parents or support persons discuss how their relationship with their sons/daughters/friends is likely to change as they become more self-determined and what they will need to do to adjust to that change.

Although parents or support persons do not participate in the classroom setting for the remainder of the curriculum, they are involved with their student as they complete homework for the class. Sample homework activities completed by students with their parents or support persons include listening to students tell about their dreams for the future, helping students make plans to reach their short-term goals, and reinforcing students for steps they have taken to reach a short-term goal.

The Steps to Self-Determination curriculum was field-tested with students with and without disabilities, including students with developmental disabilities (Hoffman & Field, 1995). Of those students in the field test who had disabilities, they were represented in the field test in approximate proportion to their incidence in the school population.

Feedback on curriculum evaluations from parents and support persons indicated that these mentors viewed their participation in the curriculum as highly positive for building a good relationship between them and the students and, to a lesser degree, for helping students to become more self-determined (Field & Hoffman, 1996b).

Summary

Self-determination has emerged as an important issue and a critical instructional area for people with disabilities, including those students with autism and other developmental disabilities. Family involvement is highly important for the development and expression of self-

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determination in people with disabilities. Parents play a critical role in the development of self-determination in two key ways: (a) as models of self-determined behavior for their sons and daughters, and (b) by interacting with their sons and daughters in ways that promote self-determination. Examples of activities that can be provided for parents to support their role in the self-determination process were provided. There is a need for further research and development to identify effective strategies for family members to support self-determination at different stages in the lifespan. This need is linked to a broader agenda in the field of autism to define the critical features of effective intervention programs for people with autism at different ages (McIlvane, 1996).

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PERSONAL, FAMILY, AND COMMUNITY STRATEGIES TO ENHANCE CONSUMER-DIRECTION AND SELF-DETERMINATION: A YOUTH PERSPECTIVE

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Adolescence, the period from dependent childhood to independent and interdependent adulthood, is a critical time for the development and expression of self-determination. Two major developmental tasks of adolescence include becoming an individual and developing a sense of independence and autonomy. These essential developmental components of the adolescent period, are closely linked to self-determination.

Within the education community, the greatest emphasis on self-determination for students with disabilities has been in the adolescent years. This is partially due to the fact that the federal initiative that provided funding for model demonstration programs to promote self-determination among youth with disabilities targeted adolescents. In addition, the requirements in the Individuals With Disabilities Education Act that encourage self-determination apply to students who are 14 years of age or older. They apply to younger children only if the Individualized Educational Planning team determines it is appropriate for the individual. These provisions of the IDEA legislation require that students be invited to participate in their Individualized Education Plan meetings when transition services are discussed and that students' preferences and interests be taken into account when planning transition services.

Although the major emphasis on self-determination for youth with disabilities has been on adolescents, there are many who have noted a need for self-determination to be taught, encouraged and developed at younger ages, beginning in the pre-school years (Ward, 1988; Sands & Doll, 1996; Field, Martin, Miller, Ward & Wehmeyer, 1998). For example, Ward (1988) suggested that "acquiring the personal characteristics which lead to self-determination is a developmental process that begins in early childhood and continues throughout adult life" (p. 2) This was supported by Doll, Sands, Wehmeyer and Palmer (1996). They reviewed the literature reporting the development of skills, knowledge and attitudes that lead to self-determination. Doll et al. found that the various components of self-determination were associated with developmental tasks that typically occur at different periods of childhood and adolescence (from ages 2 to 18). Although adolescence is a key time to support and encourage the development and expression of self-determination, the importance of providing instruction and supports in the pre-school and elementary years has been clearly established in the literature.

Personal Strategies

In 1988, the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) began an initiative on encouraging self-determination for school-aged youth with disabilities (Ward & Kohler, 1996). Through this initiative, the Secondary Education and Transitional Services for Youth with Disabilities program of OSERS sponsored a grant competition to identify and teach skills necessary for self-determination. Twenty-six three year projects were supported over the four years of the competition.

The majority of these projects focused on the development of instructional interventions for students and therefore emphasized the identification of individual characteristics associated with self-determination rather than environmental considerations, such as opportunities within the environment. A major focus of these projects was to identify the knowledge, skills and attitudes individuals need to express self-determination.

Environmental Considerations

There is some information available that discusses environmental considerations that promote self-determination. Lehmann (1993) delineated several environmental variables important to self-determination and placed a strong emphasis on the opportunity to make choices. Field (1996), on a preliminary basis, identified environmental variables in the school setting affecting self-determination as (a) the availability of role models, (b) curriculum variables, (c) opportunities and support for choice and risk, (d) communication patterns and types of response to student behavior, and (e) availability of student supports.

Personal Characteristics

Several models of self-determination have been developed that identified individual characteristics that lead to self-determination. Each of these models looked at self-determination from a slightly different perspective, but were highly consistent in their findings.

The model for self-determination posited by Mithaug, Campeau and Wolman (1994) includes six major steps: (1) identifies and expresses one's own needs, interests and abilities, (2) sets expectations and goals to meet one's needs and interests, (3) makes choices and plans to meet goals and expectations, (4) takes action to complete plans, (5) evaluates results of actions and (6) adjusts plans and actions until goal is achieved.

Wehmeyer (1997) views self-determination as having four essential characteristics: (a) the person acted autonomously; (b) the behavior(s) were self-regulated; (c) the person initiated and responded to the event(s) in a "psychologically empowered" manner; and (d) the person acted in a self-realizing manner. According to Wehmeyer, self-determination is viewed as a dispositional characteristic (i.e., consistent across time and context). It is a term descriptive of individuals who consistently demonstrate these four characteristics.

Field and Hoffman's model (1994) defined self-determination as "the ability to identify and achieve goals based on a foundation of knowing and valuing oneself" (p.164). They identified five personal abilities that contribute to greater self-determination: Know Yourself, Value Yourself, Plan, Act, and Experience Outcomes and Learn. Sub-components are detailed within each of these five major areas.

Clearly, there is a high degree of consistency across the models that delineate personal characteristics related to self-determination. Field, Martin, Miller, Wehmeyer and Ward (1999, p.3) provide a list of characteristics of self-determined individuals that have been proposed across multiple models of self-determination:

- Awareness of personal preferences, interest, strengths, and limitations.
- Ability to differentiate between wants and needs.
- Ability to make choices based on preferences, interests, wants, and needs.
- Ability to consider multiple options and to anticipate consequences for decisions.
- Ability to initiate and take action when needed.
- Ability to evaluate decisions based on the outcomes of previous decisions and to revise future decisions accordingly.
- Ability to set and work toward goals.
- Problem-solving skills.
- A striving for independence while recognizing interdependence with others.
- Self-advocacy skills.
- Ability to self-regulate behavior.

- Self-evaluation skills.
- Independent performance and adjustment skills.
- Persistence.
- Ability to use communication skills such as negotiation, compromise, and persuasion to reach goals.
- Ability to assume responsibility for actions and decisions.
- Self-confidence.
- Pride.
- Creativity.

Clearly, if youth are to increase their levels of self-determination, they need environments that encourage (a) the development of their personal characteristics related to self-determination and (b) their expression of self-determination. Furthermore, self-determination needs to be encouraged throughout the many environments where youth interact including, home, school, and the larger community. The skills that lead to self-determination need to be directly taught in school programs and reinforced and supported by families. Environments in which youth interact need to encourage the expression of self-determination by providing opportunities for choice, encouragement for risk taking, self-determined role models and individualized supports.

Family Strategies

Family support is highly important to the development and the expression of self-determination. First, self-determination skills are strongly influenced by the type of role models available to the individual. Role models provided within the family can provide a strong influence for the development of self-determination skills. Second, family systems literature postulates that the roles and behaviors of family members are highly interrelated. Therefore, the form of and opportunities for the expression of self-determination as well as the type of reinforcement provided for acts of self-determination will be strongly affected by each family's dynamics.

Turnbull and Turnbull (1996) identified four aspects of families that affect the development of self-determination: (1) *family characteristics* such as cultural values, beliefs and expectations, and coping styles; (2) *family interactions* such as role expectations, relationships, cohesion, and adaptability; (3) *family functions*, including economic, daily care, recreation, socialization, affective, educational/vocational, and self-definition needs; and (4) *family lifespan issues,* including developmental stages of family interactions and functions over time, transitions or changes in family characteristics, composition, cohesion, and function.

The home environment, and the opportunities that are provided there for exploration, choice, risk, and control, play an important role in the development of self-determination skills. Sands, Bassett, Lehmann, Spencer, & Boomer (1999) offer examples of specific family interactions that promote self-determination:

- providing opportunities for family members to make choices, express opinions, explore potential options, take appropriate risks, and learn from their consequences;
- providing for private time to develop autonomy;
- giving honest positive feedback;
- providing opportunities to develop social skills such as assertive communication, negotiation, and conflict resolution; and

- helping to build self-awareness and self-esteem through empathic listening.

If self-determination is to be encouraged in youth, it is critical that supports are provided to families to foster family support for self-determination. Sands, Bassett, Lehmann, Spencer, & Boomer (1999) identified numerous strategies that can be used by schools to encourage family support for student involvement in educational programs. Examples of these strategies include:

- Provide families with understandable information regarding their child's learning strengths and abilities, avoiding a focus on the student's weaknesses and deficits
- Listen and reflect back to families what you think you hear as their priorities for emotional, financial, informational, and social supports
- Offer families opportunities to communicate with one another in a variety of ways (such as family-to-family newsletters, phone networks, social gatherings, and family-to-family bulletin boards)

A family has often been likened to a mobile. If a change is made in any part of the mobile, it affects each of the other components. To promote self-determination for youth, the needs of the families in which youth interact must be considered and supported.

Community Strategies

The larger community clearly affects the levels of self-determination that will be experienced by youth, both by the opportunities provided within those environments and by the attitudes and level of encouragement expressed in those settings. The school is a major community setting in which youth interact. Sands et al. found the school environment was especially important to facilitate active student involvement in transition-related activities. Furthermore, they found that when students with disabilities received their special education service in general education classes and were enrolled in general education classes, they were more actively involved in their transition-related activities. Sands et al. also found that student involvement was greater when the school provided overt, ongoing opportunities to plan, express and actively pursue their own goals and to evaluate and adapt their behaviors accordingly. One way in which a sense of belonging can be fostered in schools is to provide self-determination instruction in general education classes where students with and without disabilities are served.

An underlying finding in the Sands et al. study was that student involvement and student self-determination is increased when students feel a sense of belonging in the school (Bassett, personal communication, 1999). If youth self-determination is to be maximized, it is critical that we create school and community environments where youth with disabilities feel valued and accepted. To do this, it is critical that communities are accessible to youth with disabilities, both physically and attitudinally. Full implementation and enforcement of legislation that promotes community inclusion, such as the Americans with Disabilities Act and Section 504 provide a foundation for the development of accessible communities for youth with disabilities. Numerous community inclusion and integration activities, such as the use of universal design principles and media awareness, also contribute to the development of communities where youth with disabilities can experience a sense of belonging. In addition to community development, it is also essential that youth be provided with appropriate training, preparation and supports that will help participate meaningfully in the community.

Recommendations

Several recommendations can be made to promote the capacities of youth to express self-determination and to assist families and communities to support these youth.

- The development of knowledge, beliefs and skills that lead to self-determination should be considered an important educational outcome and directly taught with public school curricula beginning in the pre-school and elementary grades and continuing through postsecondary education.
- Schools and other community organizations in which students with disabilities interact need to consider the support offered for development and expression of self-determination (e.g., opportunities for choice, encouragement for risk-taking) as they conduct their school reform efforts. Adjustments should be made to curricular offerings and procedures within the organization to maximize student expression of self-determination. These efforts need to go beyond supporting student involvement in transition planning and should be targeted to students with and without disabilities.
- Schools and other community organizations in which students with disabilities interact need to develop a systematic plan to help families to support youth self-determination.
- Self-determination needs to be encouraged and supported for staff who work with students with disabilities if those staff are going to be most capable of supporting self-determination for students. This requires an examination of the workplace climate, opportunities for participation in in-service training, personnel evaluation processes, and the governance and decision-making structure within the organization.

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